

# INSPECTION REPORT

## **COCKINGTON PRIMARY SCHOOL**

Torquay

LEA area: Torbay

Unique reference number: 113229

Headteacher: Mrs S Guertin-Bryan

Lead inspector: Keith Sadler

Dates of inspection: 11<sup>th</sup> - 13<sup>th</sup> October 2004

Inspection number: 266647

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:	5 - 11
Gender of pupils:	Mixed
Number on roll:	421
School address:	Old Mill Road Chelston Torquay Torbay
Postcode:	TQ2 6AP
Telephone number:	(01803) 214 100
Fax number:	(01803) 215 342
Appropriate authority:	The governing body
Name of chair of governors:	Mr Tim Stephens
Date of previous inspection:	11 <sup>th</sup> January 1999

## CHARACTERISTICS OF THE SCHOOL

Cockington is a large urban primary school. There are 421 pupils on roll. The school is located in Torquay. Most, though not all pupils, come from the immediate vicinity. The school's designated area has changed since the last inspection. This has led to a change in the socio-economic circumstances of pupils. Some pupils are from the Chelston area of Torquay, though an increasing number of pupils are from transient families and a high proportion of pupils enter and leave the school at times other than those expected. The very large majority of pupils are from White-British heritage and there are no pupils who speak English as an additional language and are at an early stage of language acquisition. Around 23 per cent of pupils are known to be eligible for free school meals. This is broadly in line with the national average. Although the full range of ability is represented in the school's intake, generally children's attainment on entry to the school is in line with that found nationally. The percentage of pupils on the school's register of special educational needs is above average. The percentage of pupils who have a statement of special educational needs is also above the national average.

The school gained the *Healthy School Award* and the *Healthy Schools Continuing Development Award* in 2002. The school gained the *Schools Achievement Award* in 2000 and 2002.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
16405	Keith Sadler	Lead inspector	Science Physical education English as an additional language Personal, social and health education and citizenship
13548	Tricia Bowen	Lay inspector	
22729	Bob Arnold	Team inspector	Information and communication technology Music Special educational needs
18270	Jane Morris	Team inspector	Foundation Stage History Geography Religious education
29424	Vivienne Stone	Team inspector	English Design and technology
22967	Muriel Griffiths	Team inspector	Mathematics Art and design

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

Cockington is an **effective** school and provides **good value for money**. The quality of teaching is good, particularly in Years 3 to 6, and helps the pupils to learn and achieve well. The headteacher provides good leadership. Governance is good and management is satisfactory, and the school runs smoothly. There is a good ethos for learning. Pupils thoroughly enjoy lessons, have positive attitudes and behave well. The impact of these aspects has led to improving standards.

#### The school's main strengths and weaknesses are:

- Standards at the end of Year 6 are generally in line, or above, national expectations, and pupils' achievement is good overall.
- The very good provision in personal, social, health and citizenship education (PSHCE).
- The school seeks, values and acts on pupils' views very well.
- Pupils' social and moral development is very good.
- The pupils' attitudes – they thoroughly enjoy school – and their behaviour are good.
- The quality of teaching and learning in the junior years is good.
- The most-able and talented pupils are not currently achieving high enough standards, because they are not sufficiently challenged by the work provided.
- There is not enough regular systematic monitoring of lessons or pupils' work by subject co-ordinators.
- Despite the very good efforts of the school, attendance is below the national median.

The school has shown good improvement since the last inspection. All the weaknesses identified in the last inspection have been dealt with effectively. Standards in mathematics in Key Stage 2 have been raised significantly. Standards in information and communication technology (ICT) now meet national expectations. Standards in religious education (RE) are now in line with both national expectations and the Torbay agreed syllabus, and the curriculum now meets requirements. The quality of the daily act of collective worship has improved, as has the pupils' behaviour during worship. The provision for planned opportunities to develop pupils' multicultural awareness has been strengthened. The provision for the physical development area of learning in the Foundation Stage has improved.

### STANDARDS ACHIEVED

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

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

**Pupils' achievement is good overall.** Children enter school with generally average levels of attainment. They progress satisfactorily in all areas of learning in the Reception Years and by the time that they enter Year 1, almost all are on course to achieve the required goals. Pupils

achieve satisfactorily in Years 1 and 2. Their progress quickens in the four junior years, and they achieve well. In the national tests for 11-year-olds, apart from in 2003, standards have gradually improved since the last inspection, due to the school's focus on improving writing, reading and mathematics. There are indications that the 2004 results will also reflect a steady improvement. Inspection findings are that the pupils' attainment is currently in line with national expectations in English and mathematics and above expectations in science. However, the achievement of some more-able and talented pupils is limited. This is because teachers do not always provide sufficiently challenging tasks for them. Speaking and listening skills are well developed. Attainment in PSHCE is well above national expectations and there are indications that standards in most other subjects are at least in line with national expectations. In art and design, music and physical education (PE), standards are above expectations.

**Pupils' personal qualities are good. Their moral and social development is very good and spiritual and cultural development are satisfactory and good respectively.** The pupils' attitudes to learning, to each other and to the school are good. The school's positive and inclusive ethos for learning, which is created by all the adults, helps pupils to have high self-esteem and levels of confidence. All pupils feel included in the range of activities that the school offers. Their behaviour is good. Pupils' attendance is below the national median. This is almost entirely due to the relatively high proportion of parents that take holidays during term time. The school's procedures to ensure pupils' attendance are very good.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is good** and has a positive impact on the pupils' achievements. Parents say that their children are well taught. Inspectors agree. The quality of teaching and learning is good overall, and is best in Years 3 to 6. Here, 70 per cent is good or better. In the Reception Year, teaching and learning are satisfactory and in Years 1 and 2, it is good. Assessment is good overall, though teachers do not always use their assessments of pupils' learning to challenge the most-able pupils. The curriculum is good. It is broad and balanced and fully meets all statutory requirements. The curriculum for PSHCE is very good. The curriculum is effectively enriched by visitors to the school, educational visits and a suitable range of extra-curricular activities. The care, guidance and support of pupils are all good. The school involves pupils very well through seeking, valuing and acting on their views and this is a strength of the school. Parents are satisfied with the school. Links with parents are satisfactory and links with the community are good.

## **LEADERSHIP AND MANAGEMENT**

**Leadership is good and management is satisfactory.** The leadership of the headteacher is good. She provides a strong sense of purpose and has led the school well through a period of considerable instability in staffing and a reducing budget. The headteacher is supported well by the deputy headteacher and senior management team. Subject leadership is satisfactory overall and some areas are led well. However, the monitoring and evaluation role of co-ordinators and the senior management team is a weakness. Overall, governance is good. Financial management is secure and the school runs smoothly. All statutory requirements are met.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents are supportive of the school and they have generally positive views. In particular, they feel that teaching is good, the staff expect their children to work hard and encourage their

children to become mature. Parents expressed concerns about the behaviour of pupils, though inspection findings are that behaviour is good. The pupils like school; they enjoy lessons, feel valued and listened to, and have positive views.

## **IMPROVEMENTS NEEDED**

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

- Review the arrangements, in particular the level of challenge, to ensure that able and talented pupils achieve well.
- Strengthen arrangements for staff to monitor and evaluate the quality of provision and standards in their subject or area.

## **PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning and subjects**

Children have a satisfactory start in the Reception class. Achievement is satisfactory in Years 1 and 2. Pupils make good progress in the junior years and they achieve well. By Year 6, standards are at least in line with national averages in most subjects and in some, they are above.

#### **Main strengths and weaknesses**

- Standards have improved since the last inspection, and pupils achieve well in Years 3 to 6.
- Standards in tests, in comparison with similar schools, are well above average at the end of Year 6.
- Pupils' speaking and listening skills are good.
- Pupils with special educational needs make good progress and achieve well.
- The most-capable pupils are not achieving as well as they could.

#### **Commentary**

1. At the time of the inspection, there were 16 children in the Foundation Stage. Their attainment on entry to the school was broadly average, although the full range of ability is represented. These children are achieving satisfactorily in all areas of learning. Most are on course to achieve the nationally-expected goals by the time that they enter Year 1.
2. Standards have improved significantly across the board since the last inspection. At this time, there was a weakness in standards in ICT and RE. Both of these weaknesses have been addressed well and standards in both these subjects are now in line with expectations. Overall, there is little difference in standards attained by boys and girls. The few pupils who have English as an additional language attain standards that are in line with all pupils in the school. The school has set itself challenging targets, particularly in the proportion of pupils gaining the expected levels in the national English and mathematics tests for Year 6 pupils. Targets for pupils to gain the higher levels are not so challenging. The preliminary information from the 2004 national test results suggests that the targets for pupils gaining the expected levels were considerably exceeded, as was the target for pupils to gain the higher level in mathematics.

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

Standards in:	School results	National results
reading	16.0 (16.1)	15.7 (15.8)
writing	14.4 (14.7)	14.6 (14.4)
mathematics	16.1 (15.5)	16.3 (16.5)

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

3. In comparison with all schools, in the national tests for Year 2, standards have been consistently around the national average for reading and writing for the past three years.

Standards in mathematics have been below the national average. However, in comparison with similar schools to Cockington Primary, standards show a much stronger picture. In reading, standards have been well above average for each of the past three years and in writing, standards are above average. In mathematics, the picture is one of generally above average standards. The important feature of test standards is that they have been improving from a very low point in 2000. This improvement, which is also reflected at the end of Year 6, is because the school has placed a strong emphasis on raising standards, particularly in English and mathematics. The school has been successful in this priority and the proportion of pupils attaining nationally expected levels in English, mathematics and science has improved in each of the past three years. However, in Year 6 tests, the proportion of pupils gaining higher levels is weaker than the overall results. The school is aware of the need to strengthen the attainment of higher-attaining pupils, and the deputy head is leading a recently established priority focusing on the more-able and talented pupils. The school has very good plans to address this issue.

4. In comparison with schools nationally, the school has a particularly large number of pupils that join the school at times other than the normal point of entry in the Reception Year. In addition, many families only stay in the school for a short period of time. In spite of these difficulties, the school adds a good measure of value between the tests for Year 2 and Year 6. This is a further indication of its effectiveness. Both in comparison with all schools nationally and similar schools, the results in tests are better in the Year 6 national tests in comparison with those for Year 2. Preliminary information for the 2004 tests show that standards generally continue to show an upward trend. In comparison with similar schools, standards are well above average. This difference in standards is due to the better quality of teaching and learning in the junior years than for Years 1 and 2. Pupils make better progress in learning and achieve well in Years 3 to 6 whereas their achievement in Years 1 and 2 is satisfactory. This includes pupils who have special educational needs.
5. Inspection findings broadly reflect the test results. In English, pupils achieve well and are currently attaining average standards in reading and writing. Speaking and listening skills are well developed and pupils are on course to achieve standards that are above the national expectation at the end of the year. In mathematics, standards are broadly in line with the national average. In science, due to the good focus on investigative work and development of scientific skills, standards are currently above the national average. There has been an improvement in standards in ICT to the current average levels. Standards in PSHCE are well above expectations and there are indications from the sampled subjects of art and design, physical education and music that standards are above average. Standards were found to be in line with expectations in history, geography and RE.

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

Standards in:	School results	National results
English	26.8 (28.2)	26.8 (27.0)
mathematics	27.9 (27.2)	26.8 (26.7)
science	28.5 (29.4)	28.6 (28.3)

*There were 62 pupils in the year group. Figures in brackets are for the previous year.*

**Pupils' attitudes, values and other personal qualities**

The attitudes and behaviour of the pupils are good. They show a keen interest in the life of the school and the activities provided for them. This makes a significant contribution to their learning and achievement. Pupils' social and moral development is very good. Their cultural development is good and spiritual development is satisfactory. Despite the good efforts of the school, attendance is below the national median.

### **Main strengths and weaknesses**

- Pupils' behaviour is good in lessons and around the school, though in some classes there are inconsistencies in teachers' expectations of behaviour.
- The pupils' social and moral development is very good.
- Pupils have very good relationships with others and are eager to take responsibility.
- The school council is very effective, and supports positive attitudes and promotes pupils' personal development well.
- The level of attendance is below the national average and is unsatisfactory.

### **Commentary**

6. The good attitudes and behaviour reported at the time of the last inspection have been maintained and improved during worship. Children in the Foundation Stage are in line to achieve the early learning goals in the personal, social and emotional area of development by the time that they enter Year 1. The school has an inclusive ethos which means that all the pupils are able to learn in a safe and happy environment. Most children come into school and settle quickly to their work, but there is some inconsistency between classes with regard to a prompt start to the day. In the questionnaire, a relatively high proportion of parents – 16 per cent - said that they felt that pupils are not well behaved in the school. Inspection findings do not agree with this concern. Behaviour is good with most teachers having high expectations of pupils' conduct and, as a result, they behave well. However, there were a few instances where some low level disruptive behaviour slowed the pace of a few lessons. Clear school rules and the rewards system contribute to the good behaviour at all times of the school day. The pupils enjoy school and appreciate what the school offers.
7. The school council is well established and provides a useful forum for pupils' views and to promote personal development. Council members take their responsibilities seriously, and have made a number of suggestions and worked to improve the school environment. Pupils are encouraged to take responsibility in a number of ways, such as monitors, playground buddies and peer mediators. The pupils are courteous, confident and articulate. They listen well to each other and show respect at all times. They move around the school sensibly, and have consideration for those around them in the playground. The pupils are very positive about their school and appreciate the range of out-of-school activities provided. Parents and pupils report that any incidents of bullying are dealt with quickly and effectively. The school has had a number of exclusions since the last inspection, but these relate to four statemented pupils last year, who have now left the school.
8. Overall, the spiritual, moral, cultural and social education provided is good. The social and moral education is very good. The pupils have opportunities to consider right and wrong and the feelings of others. The opportunities for spiritual education are limited but the school has improved the provision for pupils' multicultural education since the last inspection. The pupils study a range of other faiths and look at Eastern art and music. The book provision in this area is now good.

### **Attendance**

9. The pupils' attendance at the school is unsatisfactory and the rate of unauthorised absence is above the national median. The school has very good systems in place for monitoring absence and following up non-attendance. The main reason for the below national median level of attendance is because many of the parents are involved in seasonal work as it is a holiday area. This results in a relatively large proportion of families taking their holidays during the winter months or out of season. In addition, the population is fairly transient as there is little long-term, secure employment in the area.

**Attendance in the latest complete reporting year 2002-2003 (%)**

Authorised absence	
School data	5.9
National data	5.4

Unauthorised absence	
School data	0.6
National data	0.4

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

**Ethnic background of pupils**

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – White and Black African
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Chinese
Any other ethnic group
No ethnic group recorded

**Exclusions in the last school year**

Number of pupils on roll	Exclusions	
	Number of fixed period exclusions	Number of permanent exclusions
398	19	1
4	0	0
2	0	0
4	0	0
1	0	0
1	0	0
6	0	0
3	0	0
2	0	0

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

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education is good. Teaching, learning and assessment are good overall, the curriculum is good and has improved since the last inspection. Arrangements for the care, guidance and support of pupils are good. This good quality provision has a positive effect on the pupils' achievements and the standards attained.

**Teaching and learning**

The quality of teaching, learning and teachers' assessments of learning are good overall. It is satisfactory in the Reception Year and is good in the remainder of the school. As a result of the good teaching and strong ethos, pupils make positive gains in their knowledge, skills and understanding.

## Main strengths and weaknesses

- Teachers in Years 1 to 6 plan lessons well.
- The quality of teaching and learning for pupils with special educational needs is good.
- Teachers, particularly in Years 3 to 6, provide very good encouragement to engage pupils through providing activities in which they can collaborate and learn together.
- There are occasions when the quality of teaching and learning is satisfactory because teachers have to spend too much time managing pupils' behaviour.
- Higher-attaining pupils are not always challenged sufficiently.

## Commentary

10. In the parental questionnaire, all parents said they felt that their children are well taught. Inspectors agree. The quality of teaching and learning is good overall, though it is stronger in Years 3 to 6. The quality is satisfactory in the Reception Year. It is good overall in the other year groups. In Years 3 to 6, 70 per cent of lessons seen were good or better, with almost 40 per cent being very good. Two lessons seen were unsatisfactory. The quality of teaching and learning has been maintained overall since the last inspection, though the proportion of teaching that is good or better has reduced.

### **Summary of teaching observed during the inspection in 38 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	11 (29%)	11 (29%)	14(37%)	2 (5%)	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.*

11. The good quality teaching and learning makes a strong contribution to the standards achieved. Pupils enjoy lessons. They concentrate well and generally make good progress in their learning. Teachers' planning is invariably carefully thought through and, in the main, suitable attention is given to making sure that the work is pitched at the right level for most pupils. However, in some classes, there is too little attention given to planning work that is challenging for the most-able pupils. Teachers make good use of the "three-part-lesson" structure in many lessons to recall both previous work and to introduce new ideas. The way that teachers encourage and engage pupils, particularly in Years 3 to 6, is a strength. In most lessons, good opportunities are provided for pupils to work collaboratively and also independently of the teacher. This helps to promote their positive attitudes to learning, particularly as the pupils work and relate together very well.
12. Within the context of teaching being good across all year groups other than the Reception Year, there is a much higher proportion of very good teaching in the junior years than in the two infant years. The main difference is the higher quality of teachers' behaviour management in Years 3 to 6. In a few lessons in the Reception Year and Years 1 and 2, teachers have to spend too much time ensuring that pupils remain on task or listen carefully, and this tends to slow the pace of learning. On some occasions, the pupils' learning was inhibited and they did not achieve well because the work lacked challenge and was slowed by some low level disruptive behaviour.

13. Teachers are introducing an increasing variety of techniques to help pupils learn, drawing on different learning styles. This is supported well by the very good use made of interactive whiteboard facilities. Staff use this resource very well to enhance learning. Additionally, learning support staff make a good contribution to pupils' learning. Some of these staff are very skilled in questioning pupils to extend their understanding.
14. The quality of teaching and learning for pupils with special educational needs is good. Grouping of pupils in literacy and numeracy lessons is mostly effective, especially when an adult supports less-able pupils. The targets set in their learning plans are of good quality and are specific and appropriate to the needs of pupils. Other than pupils with special educational needs, who have targets identified in their individual learning plans, pupils do not have a copy of the targets they are working towards and consequently are unable to assess their own work to discover if they are making progress towards achieving them.

### **The curriculum**

Curricular provision is **good** overall. Resources for learning are **very good** and opportunities for enrichment are **good**. The accommodation overall is **satisfactory**.

### **Main strengths and weaknesses**

- Provision for pupils' personal, social and health education and citizenship (PSHCE) is very good.
  - The breadth of curricular opportunities is good.
  - Provision for pupils identified with special educational needs is good.
  - Visits, visitors and special focus weeks enrich the curriculum provision.
  - Resources for learning are very good.
15. The school provides a broad range of worthwhile curricular opportunities by having a curriculum that meets National Curriculum requirements and those of the locally agreed syllabus for religious education. The provision for children in the Foundation Stage is satisfactory in all six of the designated areas of learning. Provision for PSHCE is now very good and also includes attention to sex and drugs education. A well-planned programme has been established and pupils' understanding is consolidated successfully by regular opportunities for discussion and reflection about topical issues that are relevant to the pupils. Other aspects of school life, such as the school council, also contribute very effectively to pupils' personal development. An area of weakness in religious education, identified in the previous inspection, has been addressed and there is now secure coverage of all major world faiths.
  16. The school has used outside expertise and also visits to enrich pupils' experiences. The local environment is used well and pupils go to the beach, the Country Park, Torre Abbey and the Church to improve their knowledge of the local area, and these first hand experiences enhance pupils' knowledge in such subjects as history and geography and religious education. Visits further afield include the Royal Albert Memorial Museum in Exeter, which gives pupils the opportunity to appreciate beautiful art and so improve their own knowledge and ideas. Year 6 pupils have had the opportunity to enjoy a residential visit to Dartmoor, which provides opportunities for adventure activities and also helps pupils to develop their social skills. An Art Week offered the pupils many opportunities to improve not only their skills in art when they worked with puppeteers, and made their own

puppets, but also their performance skills when they put on a performance of ‘Hurucan and the Feathered Snake’, a Mayan myth. Pupils regularly enjoy performances from theatre groups and also from pupils from local secondary schools providing performances such as a brass band. These activities give pupils the opportunity to watch and listen to live performances. Pupils in the school also have the opportunity to learn to play a number of musical instruments, including the violin, flute, clarinet and drums.

17. The school has sufficient staff to meet the demands of the curriculum and resources are very good. The school has made good investment in ICT resources and interactive whiteboards provide a very effective curriculum resource for teachers. Accommodation is satisfactory overall and since the previous inspection, the outdoor play area for Reception children has been developed. Although the accommodation is cramped and classrooms are small, the school benefits from having a swimming pool, a library and a computer suite.
18. The curriculum provision for pupils with special educational needs is good. All pupils who have special educational needs have individual education plans. The quality of targets is generally good and most are specific and measurable. However, pupils, especially younger ones, do not have sustained access to their targets, due partly to the adult-style wording, which makes them inaccessible. There is a good range of additional group activities, expertly organised by the special educational needs co-ordinator, and very well delivered by teaching assistants, which is contributing significantly to the good achievement.

### **Care, guidance and support**

The school is effective in promoting the welfare, health and safety of all its pupils. Pupils have a good and trusting relationship with at least one adult. The school provides good support, advice and guidance for pupils. The school involves pupils very well through seeking, valuing and acting on their views. This is a strength of the school.

### **Main strengths and weaknesses**

- There are very successful strategies to involve pupils in the life of the school.
- The very good programme for PSHCE helps to ensure that the school is caring and supportive of children.
- There are good systems in place to ensure pupils’ safety and health.

### **Commentary**

19. The school clearly values all pupils equally as individuals. The great majority of pupils feel there is someone they can go to for help and support and they say they feel secure and happy at school. Support staff and midday supervisors work alongside teachers so that all adults working in school make significant contributions to raising pupils’ self-esteem and encouraging independence. This is supported by the very good programme for PSHCE, which, taken together with the good quality curriculum, helps to prepare pupils well for moving to secondary education. In the parents’ meeting, parents said that their children settled quickly and well in secondary schools.
20. Great care is taken to ensure that all necessary health and safety procedures are established and followed. The buildings and grounds are checked regularly and appropriate records are kept. The office staff have very good records of pupils’ personal information and emergency numbers. Accidents, which happen rarely, are recorded appropriately and are analysed annually to identify and remedy their cause and

frequency. All staff are conversant with child protection procedures and the school has good relationships with the Education Welfare Service and with Social Services.

21. All statutory requirements for special educational needs pupils are met. Support for pupils with special educational needs is very good and is having a positive effect on their achievement. Individual needs are well assessed at an early stage. Teaching assistants provide very good support and are contributing effectively in helping pupils to achieve.
22. There are good processes in place to monitor the progress in pupils' learning, particularly in English and mathematics. This leads to clear targets for improvement being set. There are good plans in place to extend the system to include all subjects.

### **Partnership with parents, other schools and the community**

Partnership with parents and links with other schools and colleges are satisfactory. Links with the community are good.

### **Main strengths and weaknesses**

- The nominated community co-ordinator provides good leadership and is beginning to impact positively on the quality of education provided.

### **Commentary**

23. The school works hard to encourage a good partnership with parents, who, in turn, are positive about the education it provides for their children. The parents responding to the questionnaire and those attending the meeting were generally positive about the school. The school sends out regular newsletters and each class sends parents information about the topics to be covered that term. In addition, a timetable is clearly displayed for each year group. The annual reports were amended following a questionnaire to parents asking what they wanted to know and, as a result, they are clear, helpful and meet statutory requirements.
24. The school has held curriculum evenings for parents, but these have not been well attended. Twenty per cent of parents responding to the questionnaire felt that they were not well informed about their children's progress. Inspection findings are that the school provides good informal and formal opportunities to meet with parents. The school is seeking to develop further contacts with parents. The school has a Parent Teacher Association which works well in supporting the school through fund-raising activities.
25. The school has a community co-ordinator. Her leadership in this area is good and is beginning to have a positive impact. She makes a good contribution to the quality of the education provided in the school. She has successfully set up courses for parents, which include Key Stage 1 numeracy, computer, positive behaviour and parenting. Demand for these has been increasing. During the inspection, a well-resourced parent class focusing on Healthy Eating was held. A wide range of visitors come into the school, which helps to give the pupils a view of life beyond the school. The school has good relationships with other agencies, for example, the Community Policeman is a regular visitor, particularly at the start of the day. The pupils are involved in raising money for a number of local charities, such as the local Hospice and a homeless project, and with national charities. All of these make a positive impact on the pupils' learning.
26. Parents of pupils who have special educational needs are informed each time the targets on individual education plans change. There are good links with local authority support services.

27. The pupils come from a range of pre-school providers and transfer to up to 11 different secondary schools. The school has established links with these schools, particularly with the main secondary schools.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management is good overall. The leadership of the headteacher is good. The governance of the school is good. The leadership of other key staff is satisfactory. The effectiveness of management is satisfactory.

### **Main strengths and weaknesses**

- The headteacher's commitment to raising standards has resulted in an overall improvement in national test results.
- The roles of subject co-ordinators are underdeveloped, particularly in the area of monitoring and evaluating their subject.
- Priorities for further development are clearly identified and appropriately linked to the performance management of staff.
- The finances of the school are managed well.
- The governors have a good understanding of the strengths and weaknesses of the school.

### **Commentary**

28. The headteacher has led the school well through a period of considerable instability in staffing and a reducing budget. In spite of these difficulties, she has provided a strong sense of purpose in identifying where improvement is needed and this has contributed to the improved standards, especially in English and mathematics. Actions have been based on an accurate evaluation of areas for development. The detailed improvement plan gives clear guidance and precise measures of success. It appropriately involves both staff and governors. Performance management is used well to support this drive for higher standards, ensuring that all staff contribute to the agreed targets for improvement.
29. The deputy headteacher gives good support to the headteacher and the staff. She is currently developing her leadership and management expertise under the guidance of the headteacher. Subject leaders do not yet fulfil all aspects of their roles. Although an annual plan exists which outlines when monitoring of standards in different subjects will take place, the emphasis is mainly on English and mathematics. Budgetary constraints have limited opportunities for some foundation subject co-ordinators to be given time to fulfil their role. Some are new in their roles. This currently reduces their impact across the school, and staff sickness has also reduced their effectiveness. There is insufficient monitoring of teaching by all subject co-ordinators and senior staff other than the headteacher. Some co-ordinators do not have the time necessary to undertake their responsibilities.
30. The special educational needs co-ordinator is very good and has very clear ideas regarding the development of provision. She monitors delivery of individual education plans and ensures pupils receive continuous and targeted support to match their needs. All staff are very aware of and understand the system for identifying pupils with special educational needs. Where they are specifically deployed, teaching assistants provide a high quality, valuable and valued resource helping special educational needs pupils to

achieve well.

31. The budget is planned effectively to achieve the school's priorities. The headteacher and the governors have been adept at exploring different avenues of funding in order to move the school forward at a time when it faces considerable reductions in income. There is a clear awareness of the long-term effects of the falling roll; planning and budgeting for the future take careful account of the impact. There is a clear and open cycle of financial planning and the finance officer manages the day-to-day financial issues efficiently.

**Financial information for the year April 2003 to March 2004**

Income and expenditure (£)		Balances (£)	
Total income	1,054,502	Balance from previous year	2,072
Total expenditure	1,066,351	Balance carried forward to the next year	9,777
Expenditure per pupil	2,533		

32. The governors are committed to supporting and challenging the school and they ensure that it fulfils all of its statutory duties. Through their involvement in school life and the information they gather about the school, the governors have a good understanding of the challenges that it faces. They use this information well when making strategic decisions.

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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

There are 16 children in the Reception class who follow the Foundation Stage curriculum. All joined the class five weeks before the start of the inspection. They attended part-time for the first two weeks and then became full-time. The vast majority have attended one of a number of pre-school settings. One of these settings is situated conveniently within the school grounds. The Foundation Stage co-ordinator, who is not the Reception class teacher, has close and productive links with the local pre-schools. Her work helps children to enter full-time education with little anxiety and this has a beneficial impact on their learning. The attainment on entry to the Reception class of the 16 children currently on roll is average. However, in January, a much larger group of 30 children will join the already established group. Currently, the Reception children benefit from having the space and facilities of two adjoining classrooms plus an ante-room and an outside covered area. They have access to a hard surface playground for out of doors physical activities.

Teaching and learning in all areas of learning is satisfactory. Planning is secure and the fully-trained support assistant plays a pivotal role in ensuring all children take part in activities that promote satisfactory learning. Children's achievement is satisfactory. The teacher has detailed information about each child and this is used to track progress, although the information could be employed more profitably to provide additional challenge for those who are already showing higher attainment. Provision to support physical development has improved since the previous inspection. In other areas, provision has declined from good to satisfactory. This is mainly due to an unsettled period of staffing arrangements. The co-ordinator provides satisfactory leadership for the Foundation Stage.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

#### **Main strengths and weaknesses**

- The organisation of the work spaces and daily routines encourages independence and also gives children opportunities to work with adults in small groups.

#### **Commentary**

33. This area is fostered satisfactorily because adults help children to settle into school routines, encouraging and enabling them to take part and develop longer attention spans. Standards are average and achievement is satisfactory. By the end of the Reception Year, most children are on course to achieve the expected early learning goals. Teaching is sound and ensures that small group activities get children to take turns and to listen to one another without interrupting. Care is taken to cultivate children's self-confidence by, for example, encouraging them to register themselves independently at the start of the day. Positive attitudes to learning are established through a balance of adult-led and child-initiated tasks.

### **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Adults provide interesting tasks that motivate children and encourage them to want to read and write.
- There are missed opportunities for higher-attaining children to further develop their early literacy skills.

### **Commentary**

34. Teaching and learning are promoted satisfactorily through activities that interest and motivate the children. The high proportion of adults to children encourages them to develop their speaking and listening skills appropriately. This is because they become actively engaged in conversation. After visiting the park, children built a model to show its features and were keen to describe where they had been and what they had seen. They could explain clearly what their model represented. They are encouraged to develop early reading skills. For example, when re-enacting the story of 'We're going on a Bear Hunt', they could retell the story using appropriate sound effects and actions while following the text in a 'Big Book'. When working with the teaching assistant, they recreated scenes that enabled them to enact the story plot, participating with confidence, and remembering and ordering the dialogue. Work in this area also supports their creative development well. Children recite well-known rhymes and were seen handling books and sharing text with older pupils who visit the class regularly as a way of encouraging these young children to want to read. Activities such as these, and daily sessions to develop letter recognition, ensure they are developing gradually an awareness of sounds, letters and words. Children achieve satisfactorily overall. There are, however, some missed opportunities to develop learning further, particularly in relation to supporting higher-attaining children in the establishment of their early recording skills. As children leave the Reception class, the majority of the current group are likely to be reaching the early learning goals in this area, thus they are displaying average standards.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **satisfactory**.

### **Main strengths and weaknesses**

- Teaching places a suitable emphasis on mathematical learning through practical activities.

### **Commentary**

35. SATISFACTORY MATHEMATICAL DEVELOPMENT TAKES PLACE. TEACHING IS SATISFACTORY, AS IS CHILDREN'S ACHIEVEMENT. CHILDREN IN THIS GROUP ARE ON COURSE TO BE MEETING THE EARLY LEARNING GOALS AS THEY LEAVE THE RECEPTION CLASS. CHILDREN LEARN APPROPRIATELY BECAUSE THE TEACHER AND HER ASSISTANT MAKE SURE CHILDREN PARTICIPATE IN COUNTING GAMES AND LEARN TO DISTINGUISH AND WRITE NUMBERS AND HOW TO COUNT IN SEQUENCE. THEY TAKE PART IN ACTIVITIES THAT DEVELOP THEIR UNDERSTANDING OF ESTIMATION AND THE VALUE OF NUMBERS.

DISPLAYS IN THE CLASSROOM ENCOURAGE CHILDREN TO RECOGNISE NUMBERS AND GOOD QUALITY RESOURCES PROMOTE THE RECOGNITION OF DIFFERENT SHAPES AND COLOURS, AS WAS SEEN WHEN CHILDREN FOLLOWED A PATTERN AND RECREATED IT USING BEADS. CHILDREN PLAYING A 'LEAP-FROG' GAME OF JUMPING FROM ONE NUMBER TILE TO ANOTHER HAD GREAT FUN AND ENJOYED LEARNING AS THEY ACQUIRED NUMBER RECOGNITION SKILLS.

### **Knowledge and understanding of the world**

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

### **Main strengths and weaknesses**

- There is suitable provision to enable children to develop an interest in the world around them which encourages them to want to learn more.

### **Commentary**

36. Teaching and learning in this area is satisfactory. Children's achievement is also satisfactory. They are displaying average standards and are on course to reach the early learning goals as they start Year 1. During the inspection, the children showed their inquisitiveness as they studied an autumn display of leaves and nuts, using hand lenses. The teacher ensures children develop an awareness of the Christian faith and other beliefs. A visit to the local park gave children the opportunity to explore the locality and find out more about where they live. The space outside the classroom is well used to explore sand and water and there is a wealth of large and small construction equipment that children use both independently and with adult support. Children frequently use computers, for example, to move pictures on a screen into the correct position as they 'dress teddy'. The teaching assistant provides good support in all these activities.

### **Physical development**

Provision in physical development is **satisfactory**.

### **Main strengths and weaknesses**

- Provision has improved from the unsatisfactory levels at the time of the previous inspection.
- Children's achievement is good and standards are above average.
- High quality resources to support outdoor play have been purchased.

### **COMMENTARY**

37. Sessions were observed both outside on the playground and in the hall. All children have the opportunity to go swimming, greatly enhancing their learning and achievement in this area of learning. Children can climb, balance and use large equipment well, as was seen when they were re-enacting 'The Bear Hunt'. During a lesson in the hall, teacher-led activities encouraged children to move under, over and through large apparatus and this

helped them to extend the control of their bodies well. Standards are likely to be higher than those expected at the end of the Reception Year as children are very likely to go beyond the early learning goals. This is because the children are encouraged to take advantage of the opportunities presented to them and enjoy practising their skills independently or with the support of the effective teaching assistant. Their skills in handling pencils, scissors, brushes and other tools are at or beyond expected levels because they are given many opportunities to develop these skills. The quality of accommodation and resources overall are satisfactory. There has been good improvement since the previous inspection in terms of the opportunities offered and equipment available to support this area of learning. Children have access to very high quality 'ride-on' toys which they use enthusiastically and with confidence. There are plans in hand for improvements to enhance provision for this area of learning even further.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **satisfactory**.

### **Main strengths and weaknesses**

- Staff provide suitable opportunities for children to develop their imagination and to learn through play.

### **Commentary**

38. Teaching is satisfactory and enables children to paint, cut out, glue, use musical instruments, dress-up and play with 'small world' toys such as market scenes and farmyards. They develop their imagination and creativity and most children are on course to achieve the early learning goals. Staff plan a range of interesting activities and, with valuable support from the teaching assistant, children achieve satisfactorily, with most likely to be attaining the early learning goals by the end of the Reception Year. There is a variety of opportunities for imaginative play in the 'home corners'. The children regularly take part in planned music making sessions with adults and are slowly building up a good repertoire of favourite songs and rhymes.

## **SUBJECTS IN KEY STAGES 1 AND 2**

### **ENGLISH AND MODERN FOREIGN LANGUAGES**

#### **English**

The provision for English is **good**.

#### **Main strengths and weaknesses**

- Standards are improving and by Year 6, pupils achieve well.
- Teaching is good in Years 3 to 6.
- Boys do not achieve as well as girls in Years 1 and 2.
- There are good assessment procedures to track the progress of individual pupils, though higher-attaining pupils are not always challenged sufficiently.
- The opportunities provided for speaking and listening are good.

- There are too few opportunities for the subject co-ordinator to monitor and evaluate the quality of teaching and learning.
- Teachers do not systematically plan to develop pupils' literacy skills across the whole curriculum.

## **Commentary**

39. Standards in English have been rising over time because of the school's focus on improvement in this subject. As a result, standards in Year 2 and Year 6 are average when compared with all schools nationally but are above those of similar schools. Pupils make good progress over time so that by the end of Year 6 they achieve well. This is because the progress that pupils make is carefully tracked so that teachers know the standards that individual pupils should reach. Pupils of average and below average ability who fail to make the expected progress are appropriately targeted for additional support. The school has accurately identified the need to improve standards for the more-able pupils in the school and for boys in Years 1 and 2.
40. Standards in speaking and listening are average overall, although evidence from the inspection indicates that in Year 6, pupils are on track to be above average by the end of the year. Teachers, especially in Years 3 to 6, plan a range of discussion and drama activities that are used effectively to support pupils in extending their vocabulary and their expressive language skills. The ability of pupils to express themselves is contributing to the improvement in writing that is evident in Years 5 and 6.
41. Pupils achieve well in reading in Years 3 to 6 and develop their knowledge about both books and authors. This is an improvement since the previous inspection. Pupils are now able to talk about their favourite authors and give reasons for their preferences. The ability of pupils to empathise with characters and draw inference from texts is well supported through drama. In Years 1 and 2, pupils now learn different ways to tackle new words when reading and are taught how to use letter sounds effectively. This is also an improvement since the previous inspection. The reorganisation of the library and its use by pupils has contributed to their greater interest in reading.
42. The school has worked hard to raise standards in writing and has been particularly successful in Years 5 and 6, where standards of work seen are average, although above average standards were seen in Year 5. This was the result of imaginative teaching and high teacher expectations. Older pupils in the school are clear about how to improve their writing and this contributes to their good progress.
43. Teaching is good in Years 3 to 6 and satisfactory in Years 1 and 2. All teachers make good use of resources for learning and effective use is made of the interactive whiteboards to interest and stimulate pupils. Good links are made between reading and writing and teachers ensure that pupils know what they are learning. In the very good lessons, teachers use assessment effectively to set appropriate work for different groups of pupils and change their planning to meet the learning needs of their pupils. In some lessons, teachers do not challenge the more-able pupils sufficiently, which reduces their progress. Lower-attaining pupils are given good support in small groups by the learning support assistants. This enables them to make good progress.
44. The subject co-ordinator has only just taken up the post. She has a clear understanding of what the school needs to do to improve further.

## Language and literacy across the curriculum

45. The school makes good use of opportunities to develop pupils' speaking and listening skills through subjects such as history and religious education. For instance, in a Year 6 history lesson, pupils practised speaking persuasively, using a reasoned argument to express their views about children's rights. History also provides opportunities for pupils to write in different styles. However, the school has yet to identify in longer-term planning where these opportunities occur in all subjects and to plan systematically for them.

## French

French is taught in Years 4 and 5. One lesson was seen during the inspection in Year 4. The pupils were very enthusiastic and a fast pace was maintained throughout. This enabled the pupils to re-enforce and learn the target vocabulary in a variety of fun ways by using games. Pupils were confident to speak using learned phrases and listened carefully to the teacher and to each other. They are able to respond to simple instructions spoken in French. The teacher was confident in using the language and her enthusiasm was infectious. The subject provides pupils with a positive introduction to learning a modern foreign language and makes a good contribution to developing the speaking and listening skills of the pupils.

## MATHEMATICS

Provision in mathematics is **good**.

### Main strengths and weaknesses

- Standards have improved due to the school's good improvement strategies and pupils' achievement is good overall.
- Leadership and management of the subject are very good.
- Assessment strategies are very good and are used well.
- Teaching is good overall with some very good teaching seen.
- There are limited opportunities for pupils to use and apply their skills and knowledge in problem-solving activities.
- Some of the potentially higher-attaining children do not achieve well enough due to the lack of challenge provided for them.

## Commentary

46. The school has made a considerable, and successful, effort since the previous inspection to improve the low standards and increase the pupils' rate of progress. Pupils in the current Year 2 are attaining average standards. In last year's national tests for Year 2, although results were below the national average when compared with all schools, they were above average when compared with similar schools. Pupils in Year 6 are also currently attaining average standards. In last year's national tests for Year 6, standards were above average when compared with all schools but well above average when they are compared with similar schools. Pupils' achievement in Years 1 and 2 is satisfactory but in Years 3 to 6, achievement is good. The school has a high proportion of children with special educational needs and these children achieve well.

47. By Year 2, pupils have made satisfactory progress in developing numerical skills, including multiplication. By Year 6, pupils achieve well as the result of good teaching and suitable coverage of all areas of mathematics. They show a satisfactory level of competence in addition, subtraction, multiplication and division.
48. Teaching is good overall with a number of examples of very good teaching. Teachers have a secure knowledge of the subject, they plan lessons well and they use mathematical vocabulary consistently, which means that pupils use it confidently. Relationships are positive and pupils behave very well, which aids learning. In a good lesson in Year 1, the teacher made learning fun by bringing a selection of her socks for the children to put in the correct order according to length. The effective use of interactive whiteboards in lessons aided learning, for instance, when pupils in Year 6 were learning to interpret data through the use of pie charts. Pupils in Years 5 and 6 are made well aware of their curriculum targets, one of which is to know multiplication and division facts, and teachers give good opportunities for practising tables. In very good lessons, tasks match the pupils' abilities very well and offer appropriate challenge. However, not enough thought is always given to how to challenge more-able pupils, which sometimes limits the levels of attainment.
49. The subject is very well led and managed by an experienced and knowledgeable co-ordinator. He has worked successfully to improve the curriculum and this is having a positive impact. School and national test results are analysed carefully and pupils' progress is tracked carefully year by year, and these strategies monitor the rate of progress very effectively and highlight children who are not making enough progress. However, potentially higher-attaining pupils are not challenged sufficiently. In addition, there are limited opportunities for pupils in some classes to use and apply their skills and knowledge to problem-solving activities and the co-ordinator is aware that more focus on this area of mathematics is needed.

### **Mathematics across the curriculum**

50. Opportunities for the use of mathematics across the curriculum are suitably planned. For example, there are some good examples of the use of mathematics in science work, where pupils in Year 4 accurately read the temperature changes on a thermometer when investigating thermal insulation. In Year 3, pupils carefully measured the length of extension of an elastic band with weights attached to it. Year 1 pupils carefully counted out the instruments in a music lesson and Year 5 pupils used their knowledge of line graphs and bar graphs in a geography lesson about rivers.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Standards are above the national average.
- Pupils thoroughly enjoy lessons and achieve well throughout the school.
- The quality of teaching and learning overall is good and is particularly good in the junior years.

- There have been good improvements since the last inspection.
- The arrangements for the monitoring and evaluation of the subject are underdeveloped.

## Commentary

51. There have been considerable improvements in science since the last inspection. Standards at that time were found to be in line with the national average. The curriculum and teaching and learning were satisfactory. There have been improvements in all these areas.
52. In the national tests, standards have been at or above the national average for the past four years in comparison with all schools nationally. Inspection findings are that standards are in line with the national expectation at the end of Year 2, and are above expectations throughout the four junior years in all four aspects of the subject. As a result of the good teaching that places an emphasis on practical investigation, pupils throughout the school achieve well. The oldest pupils' scientific skills are particular strong. They use hypothesis routinely as part of their investigational work. For example, they were able to test their hypothesis that the rougher the surface, the greater the force that will be needed to move a block along it. They know that tests need to be repeated in order for them to be fair, to check results, and control variables. Their good quality writing-up of investigational work enables them to provide good explanations of conclusions drawn. Another good example of this was during some work in which the pupils were able to hypothesise that the greater the surface area of the wing of a spinner, the slower it falls to the ground. Their understanding of this hypothesis led pupils to learn well when studying different methods of propagation – in this case of the sycamore.
53. Pupils thoroughly enjoy science lessons and they learn well. This is due to the overall good teaching, particularly in the junior classes. Work is made interesting and relevant through teachers raising useful questions for the pupils to find answers to. In the best lessons, the pupils raised these questions themselves. For example, in a very good Year 5 lesson, good and extended discussions, focusing on the key skill of drawing conclusions from results, led the pupils to raise the question "Is it possible to speed up the rate at which water evaporates?" This led to an extended investigation in which the pupils were excited and very keen to find out the answer to their question. The good quality teaching and learning found in most lessons is characterised by very good support being provided by the teachers, good resources, and the very good opportunities that are provided for the pupils to work collaboratively. In a few lessons, particularly in the infant years, the pace of learning is sometimes slowed by the over-eagerness of some pupils that leads the staff to have to spend too much time managing the pupils' behaviour rather than being able to focus on the learning.
54. The newly appointed co-ordinator for science has made a good start. She has a clear action plan, and has already made a positive impact through the development of the curriculum. This now ensures that there is a stronger link between the investigative skills and knowledge and understanding. The curriculum is now of good quality and shows an improvement since the last inspection. The co-ordinator knows that there is a need to strengthen the monitoring and evaluation of the subject, and there are plans in place to ensure that this occurs.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

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

### **Main strengths and weaknesses**

- There has been good improvement in the provision for ICT since the last inspection.
- Assessment systems, although being developed, are not yet established.
- Resources are very good.
- The planning and teaching of control technology is underdeveloped.
- Leadership is good and management is satisfactory. In particular, the management of change lacks rigour.
- ICT is not yet used consistently and routinely as a tool within other curriculum areas.

### **Commentary**

55. By Year 6, pupils' information and communication technology skills are reaching national expectations. This shows a considerable improvement since the last inspection where standards were found to be too low. In the very good, direct teaching sessions seen in Year 6, pupils were planning a PowerPoint presentation suitable for showing to Year 1 and were grappling with the concepts of matching the content to the chosen audience. Most did this well and were able to choose special effects to improve the visual presentation. There was still the need for high adult input and about one fifth of the class struggled with keyboard layout, which slowed their progress. During a discussion with a group of more-able Year 6 pupils, they described how they had used spreadsheets to plan a party, used the internet to research facts about the Victorians and could accurately say how to correct spelling and grammatical errors in writing.
56. Resources are much improved since the last inspection, with a computer suite, mini suite and computers in classes and interactive whiteboards in almost all classrooms. These whiteboards are used extremely effectively and are making a significant contribution to learning in other subjects.
57. The use of national guidance, as the basis for planning, ensures that all pupils experience the expected subject strands. Examples of pupils' work show they are learning to use information and communication technology for word processing, graphics, the Internet and data handling. However, there is limited evidence of control technology.
58. The subject is effectively led by an enthusiastic and knowledgeable co-ordinator, who has ensured teachers and their assistants receive good quality training and support. However, management of information and communication technology has led to delays in the introduction of assessment, monitoring which lacks focus and a subject development plan which is not sufficiently focused on raising standards. There is no system for tracking the use of information and communication technology across the curriculum, resulting in an apparent lack of planning to ensure that good use is made of the resources.

### **Information and communication technology across the curriculum**

59. The use of ICT across the curriculum is barely satisfactory. ICT work is not planned sufficiently or used well to support learning in other curriculum areas. Teachers' planning rarely includes reference to links to the use of ICT and consequently, very little use was seen during the inspection and only a small quantity of pupils' work was available for scrutiny. Older pupils are using the mini-suite independently for research. Examples of work in art and design, history, geography and physical education were seen and last year's Year 6 pupils had compiled a PowerPoint presentation showing their residential trip.

## **HUMANITIES**

**Religious education** was inspected in full and is reported on below. **History** and **geography** were sampled.

### **Religious education**

Provision for religious education is **satisfactory**.

### **Main strengths and weaknesses**

- Strong links are made between religious education and personal, social, health and citizenship education.
- There has been good improvement as the key issues relating to provision and standards that were raised by the previous inspection have been addressed.
- Teachers' assessment of pupils is unsatisfactory and this leads to higher-attaining pupils being under-challenged.
- Arrangements to monitor teaching and learning are underdeveloped.

### **Commentary**

60. Key issues raised previously reported a lack of adherence to the 'Locally Agreed Syllabus' and below average standards at the end of both Year 2 and Year 6. These significant weaknesses have been addressed satisfactorily, as have those relating to insufficient attention being made to raising pupils' awareness of the different world religions. The school follows the 'Torbay Agreed Syllabus' and pupils' overall standards are in line with those expected. Standards at the end of Year 2 are currently average. Indications are that pupils are on course to be average by the end of Year 6. This is because improvements initiated by the school since the previous inspection continue to have a positive impact on learning. Pupils in the current Year 6 are still catching up and building on the progress they have made in previous year groups.
61. The quality of work, both written and oral, shows pupils now reflect and consider important issues, illustrating a satisfactory awareness of the needs of society and similarities and differences between world religions. Both boys and girls and pupils with special educational needs achieve satisfactorily in all year groups. However, the lack of effective assessment procedures in this subject means pupils with higher ability are often insufficiently challenged. Workbooks show that all pupils are presented with very similar learning opportunities. This aspect of the school's work is currently, and quite rightly, under review.

62. The quality of teaching and learning is satisfactory overall. Pupils' books and teachers planning indicate that in lessons there are good opportunities for discussion and pupils share their views with each other and the whole class. In a Year 3 lesson, pupils wrote lists of different Bible stories that they knew and talked about whether they were from the Old or the New Testament. The majority of pupils knew the stories well and could give reasons why each story belonged to a particular group. Teachers plan thoroughly and take time to explain new ideas clearly to pupils. In a Year 2 lesson, the teacher developed effectively pupils' awareness of the similarities between various versions of the 'creation story' and how they are interpreted by different religious groups such as Christians and Buddhists. Teachers identify and create strong links between religious education and personal, social, health and citizenship education. This was illustrated by a display of older pupils' work that described how links had been drawn between the story of Adam and Eve and the notion of 'Temptation and Consequence'. It was also expressed clearly by Year 6 pupils during a discussion with inspectors.
63. The subject leader provides satisfactory support and guidance for her colleagues. After the previous inspection, the introduction and implementation of the 'Locally Agreed Syllabus' was managed well. Her work has had a significant impact on the improvements to the curriculum and she has shown a strong commitment to developing the subject. There have been improvements in planning and the implementation of the whole-school scheme of work. The school has spent considerable sums of money on resources, including the acquisition of good quality Bibles and religious artefacts that reflect world faiths. This has supported the improvement in standards by enhancing learning opportunities. Good quality displays reflecting Judaism, Sikhism, Islam and Christianity were in evidence in many classrooms. However, although the overall profile of the subject has been raised, the subject leader does not have opportunities to monitor lessons and this impedes further development of teaching and learning. There are some occasions when a teacher who is not the nominated class teacher takes responsibility for religious education lessons. The productiveness of these lessons is not monitored closely enough to ensure there is always continuity to pupils' learning.
64. Current work in **history** and **geography** was sampled and discussions were held with pupils and subject leaders. The evidence gathered from these sources suggests that pupils are likely to be working at the appropriate levels in both subjects and their standards are average. Indications are that the curriculum coverage is satisfactory. Year 6 pupils recall with enthusiasm visitors and visits that have contributed to their learning in these areas. Subject leadership is satisfactory for geography. It is good for history. The school has its own planning for history, which is monitored and co-ordinated effectively. The co-ordinator is very knowledgeable and supports staff well. In both these subjects, although co-ordinators offer helpful advice, there is too little monitoring of standards. This aspect of the role is underdeveloped.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

Two few lessons were seen in **art and design, design and technology, music** and **physical education** to enable a secure judgement on provision to be made in any of these subjects and they were sampled.

65. Reviewing pupils' work in **art and design** indicated that standards are above average. By the end of Years 2 and 6, pupils are working above the level expected for their age and their achievement is good. Pupils have good opportunities in art and design to work with different media such as in painting, model making, observational drawing and printing. They have

looked at the work of famous artists such as Andy Warhol, Holbein and Picasso and painted in the same style. Teachers' planning is focused appropriately on the development of skills and to enable pupils to build on previous learning. In the one lesson seen during the inspection, pupils in Year 4 enjoyed learning how to create a relief print block using ideas from their drawings done in a previous lesson about 'Dreams'. The teacher's very good demonstration as to how to put together a print block helped them to learn how to do this for themselves and, as a result, pupils were enthusiastic to try this technique.

66. Since the previous inspection, the school has provided more opportunities to look at art from cultures other than Western and pupils have enjoyed looking at Aztec and Ancient Egyptian art, and the school's Art Week focused on Mayan art and the story of 'Hurucan and the Feathered Snake'. There is every indication that leadership and management of this subject is good.
67. It was not possible to see any lessons in **design and technology** during the inspection. The subject is taught in blocks of lessons each term and has yet to be taught this term. There was insufficient evidence available to make any judgements about standards or the quality of teaching. Discussion with the former subject co-ordinator and photographic evidence indicates that all elements of the subject are covered.
68. Although it was not possible to make an overall judgement about provision in **physical education**, there are strong indications from the lessons seen that standards are above the national expectation. Five lessons were seen which covered the aspects of swimming and gymnastics. The school benefits from having its own indoor heated pool that is used for teaching and learning for half of the school year. Standards in swimming significantly exceed the national expectation, with many pupils at the end of Year 2 meeting the expectations for pupils at the end of Year 6. The teaching and learning of swimming seen is good, though in both lessons observed – in Years 2 and 3 – learning was slowed because the pupils only received 20 minutes swimming in the hour-long period.
69. Pupils achieved well in all lessons seen. This was due to the observed good quality teaching and learning. Pupils are confident and enjoy lessons, whether in the hall for gymnastics or in swimming.
70. The school is part of the Torbay Sports Partnership, which is promoted under the auspices of the local Community Sports College. This partnership, as well as promoting sporting activities, has enabled the co-ordinator to develop and strengthen provision in the school.
71. In **music**, three lessons, a singing assembly and one hymn practice were observed. The subject, under the enthusiastic leadership of the subject co-ordinator, is strong, with standards of many pupils exceeding national expectations. Standards in the Year 1 lesson observed were above average with pupils accurately copying simple rhythms, correctly identifying a range of untuned percussion instruments and being able to modify their performance as commanded by 'the conductor'. The hymn practice for older pupils was led in a confident and assured manner by the co-ordinator, who was given good support by other staff. Singing was reasonably accurate, both melodically and rhythmically, and most pupils joined in very well. There was an excellent atmosphere, which generated high enthusiasm amongst the pupils.

72. Music provision in other classes is dependent on the skills and confidence of the class teacher and the provision is patchy. Teaching in the one Year 4 lesson was satisfactory but the Year 3 lesson observed was unsatisfactory. There was no clear focus to the learning and, as a result, the pupils became increasingly poorly behaved as the lesson progressed. At the time of the last inspection, teaching of music was completed by a specialist part-timer. Class teachers now teach the subject and, as a result, the co-ordinator has introduced a music scheme to give structure and guidance.
73. There are very good opportunities for pupils to participate in extra-curricular activities, including a choir. Roughly 40 per cent of pupils undertake instrumental tuition in keyboards, clarinet, flute, drum, violin and guitar. This tuition is organised 'in-house', resulting in an excellent, reactive and personalised service to the pupils and their parents.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

Provision in PSHCE is **very good** and a strength of the school.

### **Main strengths and weaknesses**

- The leadership and management of the programme is outstanding.
- The curriculum is very good: it is broad, rich and pivotal to the school's success.
- Standards are above national expectations.
- The quality of teaching and learning are very good.

### **Commentary**

74. Standards in this area are well above the national expectation. This is due to the strong emphasis placed on supporting the pupils' personal development. The programme taught is very good, both in terms of the explicit curriculum for PSHCE and the implicit teaching that promotes the pupils' personal development throughout most lessons. Pupils have developed an acute and strong understanding of both themselves and also others. For example, in a very good Year 3 lesson, the pupils, when learning about the meaning of responsibility, showed a most mature and well developed understanding. They were able to identify responsibility at home and school. They talked fluently about "care", both in terms of caring for others and for themselves. One pupil said that this includes "sticking up for yourself," another said that obeying rules is important in taking care because this helps pupils to keep safe by not going to a dangerous place. One pupil, a school council representative from the class, said that he shows responsibility by listening very carefully to others' views in order to represent them in the council. These mature attitudes are a feature of most aspects of the life of the school. In the school council, for example, the chair of the council organised the session very well. She dealt very effectively with each agenda item and provided good opportunities for others to be involved. One item discussed provided a further very good example of the above average standards attained in the school. A Year 6 council member proved feedback from the ECO school group. She outlined the targets, including stopping littering of the school by placing bins in the field. She reported that the group had made posters and were running an assembly on the importance of avoiding litter.
75. The quality of teaching and learning in lessons seen was very good. Teachers plan lessons well and in the best lessons, a member of the learning support staff was

assessing and noting down the pupils' achievements in order to ensure that future work was challenging.

76. The curriculum for PSHCE is very good and includes the full range of activities. It has been very well planned and prepared, being based partly on national guidelines and partly on a published scheme, and is taught consistently throughout the school. The school has gained the *Healthy Schools Award* and ensures that aspects of health, personal, social and citizenship as well as sustainability education are all well covered. In addition, the very wide range of support programmes for pupils, including friendship bench and peer mediation (which is taught as part of the Year 6 curriculum), supports pupils' very good achievement in these areas. The programme also includes drug, alcohol and tobacco education.
77. The programme is led and managed outstandingly well by the co-ordinator, who has provided excellent leadership. She has devised and developed the school curriculum and has ensured that the school council, as a critical part of the PSHCE programme, has been an important feature in the school's development.

## **PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS**

### *Inspection judgement*

### *Grade*

<b>The overall effectiveness of the school</b>	<b>3</b>
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

<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3

<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	4

<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

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