

INSPECTION REPORT

EXETER ROAD COMMUNITY PRIMARY SCHOOL

Exmouth

LEA area: Devon

Unique reference number: 113095

Headteacher: Mrs Val Lineham

Lead inspector: Dr Colin Lee

Dates of inspection: 10th – 13th January 2005

Inspection number: 266808

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4-11
Gender of pupils:	Mixed
Number on roll:	235
School address:	Exeter Road Exmouth Devon
Postcode:	EX8 1PU
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Appropriate authority:	The governing body
Name of chair of governors:	Miss Jan Roberts
Date of previous inspection:	17 th March 2003

CHARACTERISTICS OF THE SCHOOL

Exeter Road Primary is an average size primary school with 235 pupils, 50 pupils fewer than at the time of the last inspection. The majority of pupils are of white British heritage, whilst ten pupils are from a range of minority ethnic groups. Three of the pupils have English as an additional language; their first languages being French, Arabic and Cantonese. The socio-economic backgrounds of pupils' families are below average. A significant number of pupils join or leave the school during the course of the school year. The level of this mobility is higher than in most primary schools. Nearly half of the pupils are on the school's register of special educational needs, a proportion which is well above average. Three pupils have a statement of special educational needs and this represents an average proportion for schools of this size. The special needs cover a spectrum of general and specific learning and physical difficulties and a significant number have social, emotional and behavioural difficulties. Attainment on entry is below average overall. Pupils are taught in eight mixed-age classes.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21854	Dr Colin Lee	Lead inspector	Science Religious education Special educational needs
19693	Mrs Sally Hall	Lay inspector	
22856	Mrs Kath Campbell	Team inspector	Mathematics Art and design Design and technology Music Physical education The Foundation Stage curriculum
20846	Mr Alan Wilson	Team inspector	English Information and communication technology Personal, social and health education Geography History English as an additional language

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Exeter Road Primary School is an improving school which provides a good quality of education and good pastoral care for all pupils. It is a school that provides good value for money. Pupils achieve well and many are making good progress. Good leadership and management and good teaching help the pupils to attain standards that are often higher than they could reasonably be expected to achieve.

The school's main strengths and weaknesses are:

- The headteacher's very good leadership and the staff's teamwork are improving many aspects of the school's work.
- Pupils' good achievement raises standards from below average when they start school to at least the national expectations in most subjects by the time they leave.
- Despite good achievement by many pupils, standards in writing are not yet high enough throughout the school and standards in mathematics are below expectations in Year 2.
- Good provision for pupils' spiritual, moral, social and cultural development leads to good attitudes and good behaviour.
- Teaching and learning are good overall, with assessment of pupils' learning being a major strength.
- Teachers are inconsistent in their expectations of the quality of presentation of pupils' work.

The school was previously inspected in March 2003 and found to have serious weaknesses. The school has moved very successfully out of this category. The headteacher, who was appointed in April 2004, has given very good impetus to school improvement and the hard work of all staff has led to almost all of the previous weaknesses now being fully rectified. Leadership and management have improved significantly and pupils' standards are rising as a result of good teaching improving the quality of pupils' learning. A range of initiatives has brought about better behaviour. There has, thus, been good improvement in the school's effectiveness since the last inspection.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	E	E	D	C
Mathematics	E	E	D	D
Science	E	E	D	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.*

Pupils achieve well. In 2004, the national test results for pupils in Year 6 were the highest achieved by the school for four years and pupils exceeded nearly all the challenging targets that had been set for them in the tests. This upward trend is improving. Pupils throughout the school are achieving well because the standards now being attained compare well with what they have attained in the past. In Year 6, pupils' standards are below national expectations in English, but match expectations in mathematics, science, information and communication technology and religious education. This is a good improvement on standards at the time of the last inspection. Standards in history, design and technology and physical education also match the national expectations but geography is below the expected standard. Art and design is a real strength and standards are above national expectations. There is insufficient evidence to judge the overall standards in music although the work seen in lessons was below expectations. The school's results in national tests for pupils in Year 2 have generally been well below average for the past three years. However, standards are starting to rise and those of pupils now in Year 2 match the national

expectations in reading, science and all other subjects except writing and mathematics, which are currently below expectations. The standard of writing is not high enough throughout the school and the general quality of presentation of pupils' work is often unsatisfactory. Pupils with special educational needs achieve well. The high quality of the support for these pupils, given by an excellent group of learning support assistants, is a major reason for the pupils' good progress. Children in the reception year are also making good progress. Their levels of attainment are below expectations when they start school, particularly in the key areas of personal, social and emotional development and communication, language and literacy skills. The children achieve well, overall, and especially so in their personal, social and emotional development. Here, as in creative and physical development, children attain the early learning goals that have been set for the end of the reception year. Although achievement is also good in communication, language and literacy, mathematical development and knowledge and understanding of the world, they are not yet reaching the goals set for these aspects.

Pupils' personal development is good due to good provision for their spiritual, moral, social and cultural development. Pupils' attitudes and behaviour are good. Attendance rates are average and punctuality is satisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is good, reflecting good teaching and learning and very good assessment. The curriculum is satisfactory, overall, with good opportunities for learning outside the school day. The school shows good concern for the care, health and safety of pupils and gives them very good support and advice. The provision for pupils with special educational needs is very good. Links with parents are satisfactory. Links with the community are good and links with other schools and colleges are very good.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The headteacher provides very good leadership and other staff perform their subject leadership roles well overall. Governance is good and the governing body ensures that all statutory requirements are met. Management is good overall. Financial management is good and administrative staff, as well as providing a very welcoming first contact for visitors to the school, also make an excellent contribution to the day-to-day management of the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are pleased with levels of progress and how their children are helped to settle in when they start school. They have some concerns about behaviour, and the actual information received about their children's progress, but these views are not shared by inspectors, who judge both aspects to be good. Pupils are positive about the school and enjoy their learning. They like the fact that they are consulted regularly about their views.

IMPROVEMENTS NEEDED

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

- Raise standards by Year 6 in English and geography and by Year 2 in writing and mathematics.
- Raise expectations and place greater emphasis on improving the quality of presentation of pupils' work.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils achieve well and this raises standards from below expectations at the start of the reception year to the nationally expected levels in most subjects by the time pupils reach Year 6.

Main strengths and weaknesses

- Pupils' achievement is better than in the past and standards are rising.
- Pupils of all abilities achieve well because their specific needs are met successfully by high quality support and well-planned learning activities.
- Throughout the school, standards in writing are not high enough.
- Standards are below expectations in Year 2 in mathematics and in geography in Year 6.

Commentary

1. The school's poor results in the national tests in recent years, coupled with low standards at the time of the last inspection, indicated a serious weakness in the overall performance of the school. Much hard work by all staff, reinforced by improved leadership from senior management, has now produced significant improvement in pupils' achievement and standards. Following the last inspection, the initial focus was on raising the standards of pupils in Year 6 in subjects where work was below the national expectations. This was most serious in English but there were also significant concerns about mathematics, science, information and communication technology, geography, history and religious education. The development of a wide range of procedures for monitoring pupils' progress has led to specific strategies for raising standards. There is greater emphasis on the need to improve the achievement of younger pupils and this is starting to have good impact on their standards. Teachers are raising their expectations of what pupils should be achieving and standards are gradually rising throughout the school.
2. The overall attainment on entry of the majority of children when they join the reception year is below expectations for their age. In particular, many children's personal and social skills and mathematical development are weak and their early language and literacy skills are well below expectations. Children of all abilities make good progress in the Foundation Stage. They achieve well, overall, and especially so in their personal, social and emotional development. In this, and in their creative and physical development, children attain the early learning goals that have been set for the end of the reception year. Although achievement is also good in communication, language and literacy, mathematical development and knowledge and understanding of the world, they are not yet reaching the goals set for these aspects.
3. As a consequence of how far children have progressed during their time in reception, the school is adapting the curriculum in Year 1 so that the children start the programmes of study in the National Curriculum when they are ready, rather than automatically at the beginning of Year 1. The benefits of this are now starting to be seen when pupils are in Year 2, where standards are higher than at the time of the last inspection in reading, writing and science but are at the same level in mathematics. Standards now match national expectations in reading and science but are below the expectations in writing and mathematics. This is also better than the school's past results in the national tests taken at the end of Year 2, especially in reading where standards are now significantly higher.

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
Reading	13.6 (13.8)	15.8 (15.7)
Writing	13.9 (13.2)	14.6 (14.6)
Mathematics	15.2 (15.4)	16.2 (16.3)

There were 38 pupils in the year group. Figures in brackets are for the previous year.

4. The above results were very similar to those for the past three years, being well below the national averages in reading and mathematics and below average in writing. Compared with results in schools with pupils from similar backgrounds, the result in reading placed the school in the bottom five per cent of such schools, while mathematics was well below average and writing below average. The teachers' assessments showed pupils' attainment in science was above both the national average and the average for similar schools. The percentages of pupils gaining the higher Level 3 were above average in writing, well below average in reading and mathematics and below average in science. There was a significant difference in the performance of boys and girls in these tests, with girls doing considerably better than boys. This difference is starting to diminish due to the strategies adopted to raise the performance of boys, such as more learning opportunities of a practical nature and increased focus on behaviour management.

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	26.5 (24.9)	26.9 (26.8)
Mathematics	26.2 (25.1)	27.0 (26.8)
Science	28.4 (26.7)	28.6 (28.6)

There were 45 pupils in the year group. Figures in brackets are for the previous year.

5. The results in the national tests at the end of Year 6 were well below national averages from 2001 to 2003. The improvement that occurred in 2004 raised the school's results to below the national average in each subject. However, pupils did well, in comparison with their predecessors, compared with the results in other schools where pupils in Year 6 had similar results when they took the national tests in Year 2. In English and science the results matched the average for such schools, while mathematics was slightly below average. Most of the targets set for the pupils were exceeded, including the percentages gaining the higher Level 5 in English and mathematics.
6. The improvement which started from the results in the 2004 national tests is continuing. The standards of pupils now in Year 6 are currently below national expectations in English, but mathematics and science are now matching expectations. The impact of good teaching and initiatives introduced by the new subject leader for English, place the pupils on track to achieve the targets set for the 2005 national tests.
7. Standards in a range of subjects that were weak at the time of the last inspection are also rising. This is due to the consistently good teaching throughout the school and the greater influence of subject leaders that has been made possible by the new headteacher creating opportunities for them to monitor and evaluate pupils' standards. Thus, the standards in Year 6 now match national expectations in information and communication technology and history and they also match the expectations established by the Locally Agreed syllabus for religious education. In other subjects, standards have been maintained at above the nationally expected levels in art and design, at expected levels in physical education but below expectations in geography. In Year 2, standards in all subjects, other than writing and mathematics are matching national expectations, as they were at the last inspection. However, during this inspection there has been insufficient evidence to judge standards

overall, across the school, in either design and technology or music. Some weaknesses in pupils' knowledge and skills were evident in both subjects in the very few lessons seen.

8. The picture of improving achievement and rising standards is common to all groups of pupils. Thus, the pupils with special educational needs achieve well in relation to their past attainment. This is due to the very effective support that these pupils receive from the learning support assistants. However, the proportion of pupils with special needs is very high and nearly half the pupils in the school are on the special needs register. The teachers of pupils in Years 1 and 2 use such support as is available very well, but there are, currently, too many lessons with these year groups where much-needed support is not possible. This slows down the progress that the pupils make, particularly in lessons that involve writing. The few pupils who have English as an additional language achieve well, again because they receive some good support. The good achievement of the more able and the gifted and talented pupils is due to them being constantly challenged by the learning activities planned for them, reflecting a particular strength in teaching throughout the school. There is still evidence of girls performing better than boys in many subjects, particularly amongst younger pupils. However this is lessening as specific initiatives aimed at improving self-esteem gradually raise boys' levels of attainment.

Pupils' attitudes, values and other personal qualities

Attendance and punctuality are satisfactory. Attitudes and behaviour are good. Provision for pupils' personal development is good.

Main strengths and weaknesses

- Relationships are very good because the school has worked hard to develop a strong sense of community amongst staff and pupils.
- The school's strategies to promote good behaviour have proved very successful and, as a result, pupils' behaviour has improved both in lessons and around the school.
- Pupils are enthusiastic learners and also enjoy taking part in out-of-school activities.

Commentary

9. Provision for pupils' social development is very good. The school has rightly concentrated its efforts on promoting a strong community spirit and high levels of mutual respect. Staff act as very good role models and show pupils how to value the feelings of others. For example, the introduction of peer massage,¹ at the start of the morning and afternoon sessions, makes pupils more aware of the needs of their classmates. Relationships are very good and a strength of the school. Pupils co-operate very well in pairs and groups and help each other in lessons. At breaks and lunchtime the newly elected 'buddies' take their responsibilities very seriously and these older pupils provide very good support to those children who have recently joined the reception class. In lessons and assemblies staff encourage pupils to share their successes. For example, members of the gymnastics club experienced the thrill of performing in front of their families and other pupils.
10. At the time of the last inspection pupils' moral development and behaviour were judged to be unsatisfactory. Provision for moral development is now very good and behaviour, both in lessons and around the school, is good. This is because the school has developed very effective strategies for managing behaviour. Teachers and learning support assistants promote good behaviour at every opportunity by consistently praising and rewarding pupils who behave well. Staff also act as very good role models and treat pupils fairly. The pupils' good behaviour creates a calm and purposeful atmosphere for learning and this has a positive impact on their achievement. The vast majority of pupils respond well to the staff's high expectations of good behaviour and they particularly value earning the privilege of 'Golden Time', which is a weekly period during which pupils can pursue activities of their choice. They

¹ Peer massage is when pairs of pupils take turns in providing massage for each other which is designed to calm both mentally and physically.

also understand the consequences of their actions if they misbehave. A few pupils have behavioural difficulties and they are given good support and guidance, for example by working on their social skills. Two boys were excluded for fixed periods last year due to outbursts of violent behaviour.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	199	2	
White – any other White background	1		
Mixed – White and Asian	4		
Mixed – any other mixed background	1		
Black or Black British – African	2		
Chinese	2		

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

11. Pupils are interested in their work and enthusiastic about activities outside lessons. They listen carefully to their teachers, are keen to answer questions, and work with sustained concentration. They enjoy challenging tasks and teachers are skilled at providing a good variety of activities to maintain pupils’ interest. Pupils value the good range of after-school clubs, trips and residential visits and take part with enthusiasm. Their good attitudes have a positive effect on their achievements.
12. The provision for pupils’ cultural and spiritual development is satisfactory. Teachers value pupils’ ideas and successfully promote pupils’ feelings of self worth. In assemblies, staff lead the pupils in prayer, but there are some missed opportunities for pupils to reflect on life and its meaning. Pupils’ knowledge of their own culture is developed effectively through the curriculum, and in religious education lessons pupils gain valuable insights into other world faiths. However, there are not enough opportunities for them to consider the issues which face young people living in a multi-cultural society. This was a strength at the time of the last inspection and the school has put plans in place to heighten pupils’ knowledge and awareness.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.0	School data	0.5
National data	5.1	National data	0.4

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

13. Attendance rates have improved since the last inspection when they were below average. Attendance levels and unauthorised absence rates are now close to those found in other schools. The school’s procedures to promote good attendance are satisfactory. Staff work closely with the educational welfare officer when there are concerns about poor attendance and letters are sent to parents when they have not given a reason for their child being absent. The school does not reward good or improving attendance, nor do staff always contact parents on the first day of an unexplained absence. The vast majority of families ensure that their children arrive at school promptly, but a few parents are not bringing their children on time and these pupils are missing an important start to the school day.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education through good teaching and learning and very good assessment of pupils' learning. There is a broad, satisfactory curriculum that is enriched well by opportunities for learning outside the school day. Accommodation and resources are satisfactory. There is a good level of care and guidance and support for pupils are very good. There is a satisfactory partnership with parents and carers. Good links have been established with the community and there are many very good links with other schools.

Teaching and learning

The quality of teaching and learning is good overall.

Main strengths and weaknesses

- Assessment of pupils' learning is a significant strength that leads to very good planning of learning activities that are carefully matched to the needs of pupils of differing abilities.
- Teachers do not place sufficient emphasis on pupils improving the presentation of work.
- Very effective learning support assistants provide good support for pupils.

Commentary

14. Teaching was judged good at the last inspection. Although the overall judgement remains the same, there have been improvements in several aspects of both teaching and learning and the proportion of lessons in which teaching and learning are good has increased significantly. The improvement in teaching is due mainly to the development of the procedures for assessment of pupils' learning. These procedures are now very good and extend across the whole curriculum. The very best practice is seen in science and mathematics. Here, the ongoing assessment of learning is identifying precisely what teaching methods and types of learning activity are producing the most rapid progress. Similarly, the individual pupils who are not making sufficient progress are quickly spotted. Teachers use the information from assessment very well in the planning of the next stages in pupils' learning. This ensures that specific needs are met, extending those pupils making good progress and addressing the weaknesses evident in those who have experienced difficulties. In science, assessments at the beginning and end of a topic indicate pupils' overall progress. Additionally, very constructive marking helps pupils to progress lesson-by-lesson. An example of very good practice observed in a lesson with pupils in Years 5 and 6 was the teacher's marking of pupils' work in the previous lesson. This marking included written comments or questions for each pupil to consider in order to consolidate or extend their learning. Pupils spent ten minutes reviewing what the teacher had written on their work, and making additions that improved the quality of their learning, before moving on to the content of this next lesson.
15. One reason for the quality of pupils' learning being good is the clarity of teachers' thinking, planning and communication of exactly what pupils are to learn in a lesson. Pupils are thus fully aware of the particular knowledge or skills to be acquired. Just occasionally the best teaching goes beyond stating one or two specific learning objectives by reminding pupils of additional outcomes from activities. For example, where pupils are to work in groups, the teacher establishes that the pupils' ability to co-operate with one another is being assessed. However, such specific outcomes too often remain unspoken and the commonest weakness is the failure to emphasise to pupils that the quality of presentation of their work is important. In recent months, several subject leaders and groups of teachers have looked at samples of pupils' work in different subjects and have repeatedly identified pupils' presentation of work as a weakness. One intended strategy for improvement is the adoption of a new scheme for teaching handwriting. By itself, this does not overcome the present inconsistency between teachers in their expectations of pupils' handwriting. Overall, these expectations are too low because untidy, disorganised writing is accepted in too many lessons from pupils who demonstrate their ability to write a neat, joined script in a handwriting lesson. This means that pupils are not being encouraged sufficiently to take a pride in their work.

16. Class teachers set clear, precise targets for each pupil who has special educational needs. Copies of pupils' current individual education plans are well to the fore in all teachers' working folders and both the progression between individual education plans and the match to each pupil's needs are clear. The work of support staff with pupils with special educational needs is consistently effective and has a good impact on the pupils' learning because these staff are knowledgeable, well-trained and know exactly what targets the pupils are working towards. They form very effective working relationships with teachers and pupils. Where support staff work with pupils other than those with special educational needs, their effectiveness is sometimes dependent on how well they are briefed on their roles by class teachers. In the reception and Year 1 class, the learning support assistant is fully involved in planning and a highly effective teaching team results from this. However, such effective collaboration is not consistent, as there are some lessons where support staff receive little more than a quick verbal outline when they arrive at the classroom. If the support staff were not of such a high quality, this could easily lessen significantly their impact on pupils' learning. Even so, their effectiveness is nevertheless restricted by the lack of some form of written plan in advance of lessons.

Summary of teaching observed during the inspection in 40 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	6 (15%)	25 (63%)	9 (22%)	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.

The curriculum

The curriculum for children in the reception year, and pupils in Years 1 to 6, is satisfactory and is supported by a good range of enrichment activities during and beyond the school day. The accommodation and resources are satisfactory. There is a good supply of well qualified and experienced teachers and support staff.

Main strengths and weaknesses

- The school prepares pupils very well for the later stages of their education.
- The provision for pupils with special educational needs is very good.
- There are very good opportunities for pupils to participate in sport.
- Some lessons are too long.
- The classes for younger pupils require more frequent assistance from learning support staff.

Commentary

17. The school provides a broad and balanced curriculum for children in the reception year and for pupils in Years 1 to 6 which meets all statutory requirements and supports pupils' academic and personal development effectively. This reflects good improvement since the last inspection when some subjects were judged to lack depth. The school has successfully addressed these issues. There is full coverage of the national curriculum in history and geography and there has been good improvement in provision in English, mathematics, science and information and communication technology. The school is aware that there is a need to review the curriculum in music. Another area for development is the organisation of the timetable, aspects of which are unsatisfactory. Some morning sessions are too long and science lessons sometimes span the whole of the afternoon, placing a strain on the resourcefulness of teachers and the concentration of the pupils. There is a good programme for personal, social and health education which is making a positive contribution to achievement. The school's very strong links with a local community college result in very effective communication between teachers from both schools and the positive initiatives which contribute to a very smooth transition from Year 6 to Year 7. A particularly strong aspect of

the partnership is the provision of opportunities for pupils to take part in a very wide range of sports.

18. There is a strong commitment throughout the school to ensure that all pupils have equal access to the curriculum and this is reflected in the very good provision for pupils with special educational needs, who achieve well due to very effective support from teachers and learning support assistants, and the very good management of this support by the special educational needs co-ordinator. Staff members act promptly, on the advice of outside agencies, to refine interventions when necessary. The provision of additional resources to help meet the speech and language needs of particular pupils is organised well so that there is no significant interruption to the pupils' general curriculum. Similarly, the specialist work focusing on the development of the social skills of selected pupils is highly effective. Pupils who are in the early stages of learning to use English also receive effective support from an early age and this enables them to achieve as well as their classmates.
19. The recent appointment of a permanent headteacher has helped to bring greater stability to a committed team of suitably qualified teachers, who are well matched to each of the curriculum areas and combine successfully with very capable learning support assistants so that pupils throughout the school achieve well. Support staff are allocated to classes on the basis of most need but, as needs change, for example, when pupils no longer need specific support for their particular educational needs, there is insufficient consideration of a case for re-allocation of support staff. The classes for younger pupils require more frequent assistance from support staff than they currently receive. This lack of support for those requiring one-to-one attention slows down progress. The accommodation and resources are satisfactory overall and there are efficient procedures for reviewing and improving facilities and equipment through improvement planning. The building and grounds are well maintained by a very able caretaker and this helps teachers to create a stimulating environment for learning.

Care, guidance and support

The provision for health, safety, care and welfare is good. Provision for support, advice and guidance is very good. Involvement of pupils through seeking, valuing and acting on their views is good.

Main strengths and weaknesses

- Staff shows high levels of care and concern for the pupils' welfare.
- The arrangements of the induction of children new to the school are very good.
- Pupils receive very good advice about how they are doing and what they should be aiming for.
- The school values the views of pupils.
- Formal risk assessments of the premises have not been completed and there are insufficient records of when parents' requests for medication to be given are carried out.

Commentary

20. This is a school which regards everyone to have equal worth and staff work hard to meet the needs of all pupils. Staff know the pupils well and pupils say that they can turn to adults working in school if they have problems. The headteacher is particularly supportive of families or pupils experiencing difficulties. Teachers closely monitor the progress of pupils' personal, social and emotional development through listening to pupils, for example in whole-class discussions. Staff celebrate the pupils' achievements and make valuable comments in pupils' annual reports about their personal development. Teachers are skilled at encouraging the pupils in lessons and give them some very good advice on what they need to do to improve their work.
21. Staff take care to ensure that pupils with special educational needs are given the help and support they require. This ensures that all pupils, whatever degree of difficulty or disability

have equality of access and are included in all elements of school life. Personal development is monitored well, especially for pupils with particular needs.

22. Parents value the way staff settle new children into school routines. Pre-school children meet school staff at their playgroup sessions. Through visits and part-time attendance children quickly become familiar with school life. They gain confidence in the playground through the support they receive from older pupils who have volunteered to be their buddy.
23. Teachers listen to pupils and value their comments. Members of the school council are keen to improve school life and the school has responded to their suggestions. For example, the pupils' idea of a school pet has been taken on board and 'Sparky', the school dog is now an important and valued member of the school community. Pupils are also encouraged to evaluate their own work and this enables them to celebrate their achievements and work towards their targets.
24. Procedures to ensure pupils' health and safety are satisfactory, and staff ensure that pupils work in a healthy and secure environment. Governors make regular checks of the premises and risk assessments have been undertaken for visits and activities. The school recognises the urgent need to complete risk assessments of the premises. The procedures for first aid are satisfactory. Two members of staff are qualified in first aid and other members of staff have received basic training. Good records are kept when pupils are injured and parents are kept well informed. Records are not kept when medication is given. The head teacher has received relevant training in child protection and carries out her duties effectively. She ensures that all adults working in school are familiar with school procedures and know to report any concerns. The school plans to train another senior member of staff in child protection to ensure coverage in the absence of the headteacher.

Partnership with parents, other schools and the community

The school's links with parents are satisfactory. Its links with the community are good. The school's partnership with other schools is very good.

Main strengths and weaknesses

- The school has established valuable partnerships with the local secondary school and pre-school groups.
- The school reaches out to parents and encourages them to become involved in the life of the school.
- The school makes good use of local facilities and is developing its role in the community.

Commentary

25. The school's links with the local secondary school are particularly successful in preparing pupils for the next stage of their education, as well as providing teachers with support in areas such as information and communication technology. Pupils make beneficial visits to the secondary school to use the library, take part in lessons, and undertake joint projects in design and technology. Pupils with special educational needs are very well prepared for their transfer to the secondary school. Liaison starts in Year 5, when secondary special needs staff visit the school, and there is regular contact until pupils transfer. The school works very closely with local pre-school groups, particularly the one on-site. Pre-school children become familiar with school routines through attendance at some assemblies, performances and special services. Staff from the school make useful visits to the pre-school groups and meet with pre-school staff to share information, expertise and provide mutual support.
26. The school has successfully developed a welcoming environment and staff are very approachable. The headteacher is outside the school at the start and end of the day and this gives parents good opportunities to talk informally with her, as well as making appointments. The prospectus and governors' annual report to parents are helpful documents which paint a clear picture of school life. Past omissions of required information from the governors' annual

report are being rectified in the next issue. Newsletters and the school website give parents relevant and timely information about future events, as well as celebrating the school's successes. The school offers parents good opportunities to find out more about what their children are doing in school, but the information sessions on topics, such as reading and peer massage, are often poorly attended by parents and carers. The school considers parents' opinions when drawing up the school development plan, however, less than 20 per cent of parents responded to the school survey. A significant minority of parents who returned the pre-inspection questionnaires felt that the school did not keep them well informed about how their children were getting on. The inspection team do not share these views. Information about progress is good. Termly consultations offer parents good opportunities to review their children's progress with teachers. The pupils' annual reports are good as they give parents clear information about how well their children are doing and what they need to improve their work.

27. Most parents attend the consultation sessions and families are keen to support events such as school concerts. The active parent-teacher association works hard to raise funds and organise social events. Some parents also provide valuable support in the classrooms, at after-school clubs and on visits. The school ensures that, in line with the Code of Practice guidance, parents are fully involved in all it does to educate pupils with special educational needs. As a result, the partnership is effective in seeking their views and consulting them about making the best provision it can for such pupils.
28. The school is developing a worthwhile partnership with the local community. Pupils were involved in the consultation for the town's regeneration project and have received visits from the local mayor, dog warden, and police officers. Pupils' understanding of Remembrance Day was enhanced by a visit from a member of the British Legion and by pupils taking part in the town's civic parade. Some local businesses donate funds to the school and the choir sings at various venues in the town. Pupils are keen to raise money for charity and they also collect goods for harvest and Christmas appeals. Several local residents help with reading and the school make good use of facilities, such as the town library and sports centre. The curriculum is enriched by visits to museums and art galleries, and visitors to school, such as theatre groups, share their expertise with the pupils.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good overall. The leadership by the headteacher is very good, although she has only been in post for a short time. Leadership by other key staff is good. The school is managed well. The school's governance is good.

Main strengths and weaknesses

- The headteacher's very good leadership of the school has significant impact on school improvement.
- Key staff are given time, support and opportunities to gain the expertise to enable them to carry out their roles and responsibilities successfully.
- The well-led governing body plays a vital role in the management of the school.

Commentary

29. Since her appointment in April 2004, the headteacher has had a significant, very positive effect on school improvement. Her vision and the success with which she has encouraged staff to share her aspirations have strengthened the commitment of all members of the school community and created a workplace in which all staff can make best use of their expertise. The result is that leadership and management, which were serious weaknesses at the last inspection, have quickly become strengths of the school. The good quality of monitoring and evaluation of all aspects of the school's work is central to this improvement. Following the headteacher's lead, senior teachers and subject leaders have developed sophisticated skills of evaluating the quality of teaching and learning and are rigorously checking the standards

and progress being achieved by pupils. This is identifying key areas for development that, in turn, are raising pupils' standards.

30. Changes to the management structure since the last inspection have led to the establishment of a senior management team of the headteacher and two senior teachers. This is a dynamic group with a common sense of purpose and a very clear understanding of the school's strengths and weaknesses. The senior teachers provide colleagues with role models of very good leadership and management, as does the subject leader for science. They, like all subject leaders, are far more effective than at the time of the last inspection. This is because the headteacher's and the governing body's expectations of them are high, they are given the time and guidance to fulfil their responsibilities and they are clear in their evaluations of short and long term priorities. The action plans that indicate how these priorities are to be tackled are an integral part of the school's very detailed, constructive improvement plan. Leadership by staff with specific responsibilities is good overall. Some subject leaders are new to their roles and their impact is yet to be seen. However, the leadership and management of mathematics, science, assessment and special educational needs are models of very good practice. It is these areas in particular that show significant progress, due to the thoroughness of evaluation of pupils' standards and the quality of their learning. Staff have responded to the very good leadership by adopting new or amended practices conscientiously and enthusiastically. As a result, pupils' standards are rising, teachers' planning is driven by assessment, and pupils' attitudes and behaviour are improving.
31. Governance of the school is good. The governing body has experienced significant changes in membership since the last inspection. Under the good guidance of an astute chairperson, committees have quickly developed very effective decision-making and governors now contribute well to school improvement. This has been helped by an improved flow of information from senior management and the encouragement of governors to be far more active in the school than has been the case in the past. The governing body has been very supportive in its role as a critical friend while the school has dealt with its short-term priorities of eradicating the serious weaknesses found at the last inspection. Governors have clear roles, for example, they are individually linked to a curriculum subject and liaise regularly with subject leaders as part of ongoing evaluation of the school's progress. The governing body reviews constructively the school's performance in national tests and has a good awareness of recent trends. The governors ensure that all statutory requirements are met. There are very minor omissions of information from school documentation which governors are aware of and are rectifying. The governing body is now ready for, and looking forward to, developing strategic planning for the medium and long term.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	729,120	Balance from previous year	11,906
Total expenditure	739,031	Balance carried forward to the next	1,995
Expenditure per pupil	3,016		

32. Financial management is good. Financial planning is very well related to the school's educational needs as they are set out in its school improvement plan. Expenditure is checked carefully and the school funds are used well, as they are directed towards promoting improved standards and good achievement by all pupils. Priorities in reorganisation and refurbishment of school accommodation have led to financial reserves dipping below the recommended five per cent. This is a short-term, deliberate commitment of most of the funds the school receives. The budget projections for this, and the following two years, show that expenditure is to be more cautious. The funds for capital projects have been steadily accumulated and the school is well placed for funding the planned, major development of library and information and communication technology facilities.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **good** with some very good features. Personal, social and emotional development is a particular strength. Many positive features found at the time of the previous inspection have been retained and there has been good improvement. Some areas, particularly the quality of outdoor play provision, have improved significantly.

33. Children enter a mixed-age reception and Year 1 class in the September or following January of the academic year in which they are five. At the time of the inspection, there were 20 children in the Foundation Stage, 11 of whom were newly arrived. Despite only being in school a few days, most had settled happily. Very good links with parents and pre-school providers, combined with very secure induction procedures, enable children to make a smooth transition into school. Most children have received some pre-school experience.
34. Attainment on entry is below average overall. Children's personal and social skills and mathematical development are weak. Early language and literacy skills are well below average. Despite good achievement, children do not reach the early learning goals² in language, literacy, mathematical development and in their knowledge and understanding of the world. Standards remain below average by the time they move into Year 1.
35. The quality of teaching and learning is good. In the development of social skills and language and literacy, it is very good, enabling children to make very rapid progress. Assessment procedures are very good and information is used effectively to plan the next stages of learning for each child.
36. The demands of teaching different age groups are met successfully, because planning is very good. Well-organised activities adhere closely to the six areas of learning and strong teamwork between teaching and high quality support staff ensures successful learning. Classroom support, however, is not available all the time. Although the class teacher handles the situation very competently, the lack of support makes it almost impossible to meet the needs of children who require one-to-one attention.
37. The curriculum provides an appropriate balance of child-initiated and adult-directed activities. Children enjoy their work and behaviour is very good. All children are provided for very well and there is very good attention to ensuring that all children have equal opportunities. Children with specific learning difficulties, and those who are in the early stages of using the English language, make as much progress as their classmates, because of the high levels of care shown.
38. Leadership and management are good. The Foundation Stage co-ordinator brings a calm, measured approach to all her work. She has a clear view of what needs to be done and there is good capacity for further improvement. The introduction of a spacious outdoor learning area has had a major positive impact on the quality of provision.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children make very good progress because personal, social and emotional development is a very important part of all work.
- Adults provide very good role models.

² The early learning goals set out what children should achieve by the time they reach the end of the reception year in primary school.

- Older children look after younger children very well.
- Classroom routines are very well established and there is a high level of independence.

Commentary

39. Children enter the school at various stages of development. Many find difficulty waiting their turn, or sharing, and some lack maturity. Most demonstrate good levels of trust as they arrive each day, confidently leaving parents and carers. Behaviour is very good and children quickly learn to be kind and courteous to one another. Most children rapidly acquire a secure range of personal and social skills, through very well-planned activities and very good teaching. The classroom transmits a calm sense of purpose. All staff value children as individuals and know their needs very well. Children know that adults care about them. During the inspection, older children were often seen with their arms around younger classmates. Pupils Year 5, who act as 'buddies', play a major role in settling new children into school.
40. Children quickly learn classroom routines. A significant proportion, including some new to the class, managed to change with a high level of independence and speed. Children work with good co-operation and increasing maturity and confidence. Through very good achievement, and, despite entering the class with weak skills, most reach the early learning goals by the time they reach Year 1.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teaching and learning are very good and children achieve very well.
- Interesting, purposeful activities promote language development very effectively.

Commentary

41. Language skills are very weak when children enter the school. Some children are reticent and shy and many are not confident speakers. There is an increasing number who enter with speech problems and limited vocabulary. Their needs are met very effectively. Teaching time is very well organised, and activities, such as working in the '*Exmouth Repair Shop*', encourage very good language development. Children were often observed telephoning a customer or discussing how to repair a camera or bicycle. Activities are linked well to favourite stories, such as '*The Enormous Turnip*' and children develop word-building skills when, for example, they sound the initial letter of all the vegetables listed in the story. Most develop a love of books and reading is taught well. Children gain confidence, independence and self-esteem as they read with adults or older pupils. They are interested and inquisitive. Opportunities for writing permeate all work. Some children make recognisable marks on paper; others write their name unaided. However, many have some way to go before they can attempt simple spellings. Assessment is very detailed and is used well to move learning forward. There are good links to other areas of learning through activities, such as writing labels for 'push and pull' investigations. Despite making very good progress, many children do not achieve the early learning goals overall and enter Year 1 with below average literacy skills.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teaching and learning are consistently good, enabling children of all abilities to achieve well.
- Children develop greater mathematical understanding through a range of interesting activities.

Commentary

42. Children enter the school with below average mathematical skills. They achieve well, through good quality teaching. Mathematics is made enjoyable and good quality practical activities, such as building towers for dinosaurs, promote good learning. Tasks are linked well to other areas of learning. Work is interesting and matched appropriately to children's ability and maturity. Number rhymes and songs reinforce basic number skills well. Games, such as '*The Magic Circle*', excite and challenge, promoting good learning. Child-initiated activities, such as finding '*What Comes Next?*' or '*How Many Dinosaurs?*' develop understanding well. Most new children are secure with numbers to three, but struggle when counting further. Occasionally, there are missed opportunities to extend the development of higher-attaining children who are confident with numbers beyond 20. Despite making good progress, the majority of children do not achieve the early learning goals by Year 1.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children achieve well through a good variety of learning experiences.
- Independent computer skills are developed well.

Commentary

43. Children are not very knowledgeable about the world in which they live when they enter school. They achieve well through an exciting and stimulating range of experiences. Lessons are very well planned and children make good gains in their knowledge. They carry out simple scientific experiments, such as finding out whether they have to push or pull to make the musical instrument sound. They learn about their own and other religions and cultures and use discussion time well to express thoughts and feelings. Computers are a regular feature of all lessons; Children of all abilities develop a good level of independence, control and collaboration, through activities such as 'Dress the Teddy'. Visits and visitors, including the local policeman and clergyman, successfully enhance learning. Despite making good progress, many children enter Year 1 with levels of knowledge and understanding of the world that are below the expected levels.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Outside areas have improved significantly since the previous inspection.
- Children achieve well through good teaching.

Commentary

44. Physical development is similar to other children this age on entry to school. Children achieve well, because adults provide an exciting programme of indoor and outdoor activities. They have access to a good range of outdoor equipment, enabling them to develop sound physical skills by using wheeled vehicles and large apparatus. There has been a significant improvement in outdoor learning provision since the previous inspection. The introduction of a separate play area has impacted very positively on standards. Children have regular access to the school hall. They develop good control and co-ordination as they move with growing awareness of space. Those with special educational needs are supported well during physical education lessons, enabling them to participate fully in every aspect of provision. Children of all abilities develop good pencil, paintbrush and scissor control, as they write, paint or cut during 'free-choice' activities. The vast majority achieve the early learning goals by the time they start Year 1.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Good teaching ensures good development of skills.
- Children receive a good variety of creative learning experiences.

Commentary

45. Children have average creative skills when they enter the reception class. They achieve well through good teaching and reach the early learning goals by Year 1. They successfully provide an interesting range of experiences. Whether experimenting with colour mixing or making model boats, children make good progress, because they enjoy the opportunities provided. The quality of teaching and learning is good and all activities are linked well to other areas of learning. For example, good quality root vegetable prints resulted from the story of 'The Enormous Turnip'. Staff pay careful attention to the development of skills as they teach children to control pencils and paintbrushes when writing, sticking or pasting. Children explore and experiment with different media, such as when using oil pastels to colour the scales on the 'Rainbow Fish'. Role-play areas provide good opportunities for imaginative play and contribute well to the development of children's literacy and mathematical skills.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- The quality of teaching is good, so pupils throughout the school achieve well.
- The strategies for improving reading are having a positive impact on standards and on pupils' attitudes to learning.
- There are inconsistencies in teachers' use of assessment and their expectations of the quality of pupils' writing.
- There are not enough learning support assistants to meet the needs of pupils in the Years 1 and 2 classes.

Commentary

46. Results in national tests for pupils at the end of Years 2 and 6 in recent years have been consistently low, apart from a sharp rise in the results in 2001 for pupils in Year 2. At the last inspection in 2003, standards were also judged to be well below national expectations. However, results improved in 2004 and were below the national averages in English overall at the end of Years 2 and 6, although standards in reading in Year 2 remained well below average. The inspection findings are that the school has successfully maintained the overall improvement in standards in writing and that there has been significant improvement in standards in reading in Year 2, which are now in line with national expectations. Standards overall are below national expectations in Year 2 and Year 6 and pupils of all abilities are achieving well in relation to their prior attainment. The overall improvement is due to higher levels of commitment and team work among staff, coupled with improved assessment and planning, which are having a positive impact on pupils' behaviour and attitudes to the subject. The improvement in reading in Year 2 is due to the introduction of successful strategies for group reading, with very effective support from the local education authority. Whilst the success of these strategies is not yet reflected in improved standards in Year 6, pupils' attitudes to, and enthusiasm for, reading are good and there is good potential for further

improvement. Girls have performed much better than boys in national tests in recent years. The school has recognised this tendency and is taking positive steps to improve boys' attitudes and performance, for example, by supplying more reading material to appeal to their interests.

47. Standards in speaking and listening are in line with national expectations in Year 2 and Year 6. Pupils throughout the school achieve well because teachers provide good opportunities for them to develop these skills, both in English lessons and through teaching in other subjects. During 'circle time',³ for example, pupils become used to listening carefully while others are speaking and to sharing their thoughts and ideas clearly with the rest of their class. Consequently, by Year 2 most pupils communicate adequately and very few hesitate to engage in conversation with adults or partners or address the whole class when asked. A significant minority are particularly articulate and their standards above national expectations. In a discussion on a story about giants for example, one pupil suggested, 'He won't win a prize because his pumpkin will be far too big to push to the flower show.' By Year 6, the vast majority of pupils express opinions, using increasingly complex vocabulary, for instance to explain the differences between myths, legends and fables and only a very small minority remain passive or need prompting to become involved in discussions.
48. Standards in reading are in line with national expectations in Year 2 and below national expectations in Year 6. The school has worked hard and successfully to raise standards, in particular by developing strategies for guided reading. This has been particularly effective in the Years 1 and 2 classes because it has ensured that pupils of all abilities receive regular support from and discussion with their class teacher about the book they are reading. The result is that most pupils have reasonable confidence to read familiar text without any support from an adult and more able pupils show clear understanding of the plot or accurately predict what will happen next. These strategies are also being successfully used in the Years 3 to 6 classes and more pupils than previously are achieving the nationally expected standards. On the other hand, the strategies have not been in place for long enough to ensure that enough pupils reach above the expected standard for their age. Nevertheless, the school is gradually improving attitudes to and performance in reading through initiatives such as workshops with a local author, book weeks, and by providing an exciting range of reading material for pupils to choose from.
49. Standards in writing are below national expectations at the end of Years 2 and 6. In Year 2, many pupils accurately use capital letters and full stops and produce a short series of sentences with reasonable spelling and punctuation, for example, when rewriting a familiar story. A small minority are beginning to write extensively and imaginatively at a standard above national expectations for their age, whilst less able pupils need support from adults to build sentences. In Year 6, many pupils achieve the national expectations because, for example, they adapt the style of their writing to suit the intended audience. Consequently, they plan and produce a formal letter, or a newspaper article or an exciting story. A small minority are consistently accurate when writing at length and successfully introduce humour or tension to their work, which is above national expectations for their age.
50. The quality of teaching at the time of the last inspection was judged to be good in Years 1 and 2 and satisfactory, but variable, in Years 3 to 6. Teaching is now good throughout the school. There has been good improvement overall because of a collective commitment to raising standards and more effective team work in the school as a whole. This is most clearly reflected in the much improved attitudes and behaviour of pupils, throughout the school, which has enabled more consistent teaching and learning to take place, and, more reliably, ensures good progress from year to year. A strong feature is the planning of work for groups of different abilities within each class. On the other hand, there remain inconsistencies, some of which existed at the time of the last inspection. For example, some good strategies for assessment, target setting and marking are in place and there is clear evidence that some teachers make the best use of these, in particular by discussing pupils' work with them and involving them in setting targets for improvement. Despite good overall improvement, there remains some variation across the school, both in the strategies used for assessment, and in

³ In Circle Time, pupils sit in a circle and are invited to speak in turn while others listen carefully and respectfully.

the effectiveness of their use as a means of improving pupils' work. This results in differences in the quality, amount and presentation of pupils' work in classes of the same age and is an area the school is currently developing. As far as handwriting and presentation are concerned, teachers do not adopt or conform to a common style of writing for use on whiteboards and when marking books in order to set a clear example of the standards they expect in pupils' work.

51. The subject leader has made a sound beginning in her very recent appointment and has been given good support by the headteacher to enable her to audit and monitor the school's progress and maintain the improvement in standards. An area needing immediate review is the deployment and the number of learning support assistants available to teachers in the Years 1 and 2 classes. The current lack of regular support makes it difficult for teachers to monitor the progress of all pupils in a mixed-age class, while they focus their attention on a particular group. This sometimes leads to unsupported groups of pupils completing repetitive tasks which are not sufficiently challenging and slows the overall rate of progress. A similar situation arises when support is available, but where the support assistant withdraws a small group from the classroom rather than providing more widespread guidance in the classroom.

Language and literacy across the curriculum

52. Speaking and listening are promoted well, across the curriculum, through regular opportunities for role play, paired and whole-class discussion. However, the expectations of the clarity of pupils' responses are not sufficiently reinforced in all lessons. Reading and writing are satisfactorily promoted. Teachers provide opportunities for pupils to develop understanding of text, for example by using information books and regularly ask pupils to write extensively and in their own words. There remains some inconsistency in teachers' expectations of the amount and quality of the written work produced by pupils in subjects across the subjects.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils' achievement in mathematics in Years 3 to 6 is good.
- Leadership and management are very good.
- Not all teachers have high enough expectations.
- Strategies to raise standards are proving effective.
- The use of assessment has improved significantly.

Commentary

53. Results of the 2004 national tests indicate that standards at the end of Year 2 were well below average when compared to schools nationally and to similar schools. Standards had not improved for three years. The picture at the end of Year 6 was marginally better, with a steady upward trend from a very low base in 2001. Standards were, however, well below average when compared to those of similar schools, and below the national average. Boys' performance was consistently below that of girls, particularly in Year 2. Too few pupils reached higher levels in both key stages.
54. The school accurately identified a number of aspects for improvement. Greater emphasis on target setting and better use of assessment has brought about major improvement. Focused lesson observations and work sampling also highlighted inconsistencies in teachers' expectations. Too many did not expect enough of their pupils, in terms of challenge, work covered or presentation. This issue has not been fully resolved, because there is still some way to go to raise the standards of younger pupils. Nevertheless, overall improvement has been good and the current picture is of a coherent whole-school commitment to raising standards.

55. The pupils currently in Year 2 achieve satisfactorily and display below, rather than well below average standards. Pupils in Year 6 achieve well and are working at expected levels. Boys still do not perform as well as girls in both key stages but strategies to remedy the problem are starting to impact positively on their attitudes towards mathematics and their application to work.
56. Although improving, the pupils currently in Year 2 do not have a secure enough understanding of number or the confidence to apply their knowledge to practical situations. Some higher attaining pupils solve problems with confidence, but, in general, pupils are not secure when they stray from the taught method. The recent introduction of more practical apparatus has started to improve understanding. A good example occurred in a very good Year 2 lesson on place value. There was no confusion, because the teacher explained the concept clearly with the aid of practical equipment. In some lessons in Years 1 and 2, however, where the class teacher does not have additional support, pupils do not make as much progress as they should, because many need one-to-one input.
57. By Year 6, through good achievement, numeracy skills develop well and become secure. Pupils with special educational needs, and those who have English as an additional language, are catered for very well and make as much progress as others. Booster groups effectively target those in most need.
58. The overall picture is positive. The school regards the success of each pupil as paramount. To that end, it now has a more cohesive approach towards overcoming identified weaknesses. It recognises that thorough analysis of test information and careful tracking of individual progress are the keys to future success. The curriculum provides adequately balanced coverage across all aspects of the mathematics curriculum. Good attention is given to using and applying skills, particularly in Years 3 to 6. Occasionally, however, higher-attaining pupils need even greater challenge.
59. Teaching throughout the school is of a consistently good standard, resulting in good learning. Some very good teaching was observed in a mixed Year 1 and Year 2 class. The quality of planning, clarity of explanation, purpose of activities and, above all, the high expectations made this a successful learning experience.
60. Teaching and learning have many strengths, including teachers' insistence on high standards of behaviour, good development of speaking and listening skills in paired work, good consolidation of basic numeracy skills and good use of mathematical vocabulary. Pupils apply themselves well to their work and want to succeed. There is, however, some variation in the quality of presentation and marking. Not all teachers provide helpful, informative developmental comments in their marking and the quality of pupils' work does not always reflect their ability.
61. Pupils develop information and communication technology and numeracy skills effectively through good quality programs that are linked well to topics and provide fun learning experiences. Strong links with Exmouth Community College also enhance pupils' learning.
62. Very strong subject leadership has been instrumental in recent improvement. The subject leader knows how to bring about change. She has a very clear sense of direction and a very accurate view of strengths and weaknesses. The use of high quality assessment has been a very important tool in the school's quest for higher standards. Many teachers involve pupils well in good self-evaluation and some use targets very effectively to move pupils on to the next stage of learning. However, further work remains to be done to ensure a totally consistent approach towards tracking progress and target setting.

Mathematics across the curriculum

63. Pupils develop their numeracy skills effectively as part of their work in other subjects. There are good examples of pupils interpreting data and presenting information in a variety of graph styles in subjects such as science and geography.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Pupils achieve well due to the good quality of teaching and learning.
- Assessment of pupils' learning is very good and leads to careful planning of next stages in learning for pupils of all abilities.
- The strong focus on practical investigation has good impact on pupils' knowledge and understanding.
- Very good subject leadership and management are the major reasons for improvement.
- Some lessons are too long and this adversely affects the progress of lower-attaining pupils in particular.

Commentary

64. The low standards found at the time of the last inspection have also been reflected in the school's performance in national tests at the end of Year 6. Standards were below national expectations in both Years 2 and 6 at the last inspection. Although the teachers' assessments in Year 2 have shown a gradual rise in standards, it was not until the 2004 national tests that standards were seen to rise in Year 6. These latest test results were below the national average, but matched the average for similar schools.
65. The momentum is being maintained and this is confirmed by standards, in both Year 2 and Year 6, now matching the national expectations for these age groups. This is good achievement by the pupils. There is also good evidence of a rising proportion of these year groups working at higher-than-expected levels; that is Level 3 in Year 2 and Level 5 in Year 6. Improving achievement and standards is the product of a combination of consistently good teaching and learning, which are based on the accurate assessment of pupils' learning and detailed tracking of their progress. A key feature of the successful teaching is the thought given in planning to the need for learning activities to be matched to the needs of groups of pupils of different abilities. Pupils are experiencing tasks that challenge them appropriately and this is why all pupils, including those with special educational needs and the small number who have English as an additional language, are achieving equally well.
66. The very good procedures for assessment of pupils' learning make an important contribution to teachers' planning and the good quality of pupils' learning. An initial assessment of pupils' knowledge and understanding is carried out at the start of each topic. Teachers' constructive marking during topics guides pupils on areas for immediate improvement. A final assessment at the topic's conclusion establishes rates of progress and where action is required in both the pupils' needs, when next working on a topic, and also when the teacher repeats the topic with the year group in the future. From past assessment has arisen the need for pupils to experience more practical activity in order to further their understanding. By increasing the frequency of practical investigation in their coverage of topics, teachers are improving a range of aspects of pupils' learning. In general terms, the past lower standards of boys are being raised and the gender difference is quickly being removed. Assessment is now a vital tool in target setting and pupils are clear about targets over time and learning to be achieved lesson-by-lesson. Pupils are now starting to be more involved, through self-assessment, in this target-setting process and this is leading to very positive attitudes among all pupils because they are very aware of how well they are achieving.
67. A further characteristic of the good teaching and learning is the breadth of learning opportunities that teachers create in science lessons. Many links are established that not only enhance pupils' learning in science but also, for example, develop their use of information and communication technology and mathematical skills. The link between science and information and communication technology is very strong and all opportunities for use of information and communication technology are mapped out in the whole-school curriculum guidelines. Pupils of all ages regularly use computer-controlled sensors for measurement of temperature or

sound. These experiences, together with use of a digital microscope and the word-processing of reports, make a good contribution to pupils' understanding of how information and communication technology can be used as a tool to help their learning. They record results of investigations in a variety of charts or graphs, sometimes computer-generated, but often their own productions. Opportunities for pupils to use their literacy skills are not planned so specifically. From Year 2 onwards, pupils occasionally use reference books for research and teachers place good emphasis on pupils' use of the correct scientific vocabulary in labelling of diagrams, note-taking and written reports of investigations. However, teachers are less consistent in their expectations of pupils' quality of presentation of work, including correct spelling, even when the vocabulary is prominent in classroom displays. This is a weakness in teaching that lessens the overall quality of the learning of some pupils'. One further weakness exists in a minority of classes where timetables allocate over-long periods of time to lessons. A class was observed having science for a whole afternoon and the pupils were noticeably flagging towards the end, which resulted in the quality of learning, the level of attention and enthusiasm, and, indeed, the quality of teaching, gradually diminishing.

68. A major factor in the very good improvement in the subject since the last inspection is the high quality of subject leadership and management. The subject leader has been inspirational in the progress made in curriculum development and assessment of pupils' learning. Her rigorous analysis of data from all forms of testing and assessment that take place provides constant tracking of pupils' progress, identifies the areas for development in specific topics, class, year or ability groups. She ensures continuity between children's pre-school learning and that when they start in reception. Parents are kept fully informed of pupils' work and progress through newsletters and the sharing of information about targets. This range of actions has moved the subject forward very successfully.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The quality of teaching is good, so pupils throughout the school achieve well.
- Regular and well planned use of the computer suite has a positive impact on standards.
- The layout and quality of resources in the computer suite sometimes restrict progress.
- Teachers make good use of information and communication technology to support work in other subjects, particularly science.
- More effective use could be made of classroom computers.

Commentary

69. Standards are in line with national expectations at the end of Years 2 and 6. This represents good improvement since the last inspection when standards were judged to be below national expectations in Year 6. Most pupils in Year 2 confidently use a range of technical equipment in their work. When in the computer suite, they show competence in finding and saving their work and have adequate keyboard skills for their age. Some more able pupils achieve standards above national expectations, for example, by independently using a program to sort materials into their types. Less able pupils, on the other hand, need regular guidance from teachers and support staff, or help from work partners, to achieve the expected standards. By Year 6, most pupils have at least an adequate grasp of the wider uses of technology and successfully use it to control events around them, for example, by producing a presentation on the Tudors incorporating page links, graphics and sounds. The more able pupils have well developed keyboard skills and make independent choices when faced with challenges using technology, reflecting competence above national expectations. Only a small minority at this stage rely regularly on support in order to complete the tasks set for them.
70. The quality of teaching is good throughout the school. The main strength in teaching is that teachers plan a wide range of activities in the computer suite, both to develop technical skills

and to build pupils' confidence in using technology to support their work in other subjects. On the other hand, classroom computers are somewhat underused, missing opportunities for pupils to use technology as an integral part of their day-to-day learning. Nevertheless, most pupils have built up a personal file containing numerous examples of their work. Teaching is occasionally less successful when the organisation and the quality of the resources make it difficult either for pupils to see the main screen being used by the teacher, or for the teacher to take control of the monitors being used by pupils. This sometimes leads to a lack of concentration and slower progress for some pupils and is an area for development. There is an effective system of assessment in place which helps teachers to measure pupils' progress and provide help where necessary.

71. The subject leader is providing good leadership and management and, although only recently appointed, she has quickly brought her previous experience as a coordinator to bear, successfully ensuring continued improvement in standards. She is aware of the need to improve the arrangement of the computer suite and there are plans to address this during building alterations planned for the near future.

Information and communication technology across the curriculum

72. Teachers' planning and use of opportunities for pupils to use information and communication technology in subjects across the curriculum is good throughout the school. It is particularly good in science, for example, in the use of equipment to record and measure sound waves. These activities not only increase pupils' awareness of the ways in which technology can be used, but also help to promote good attitudes to the subject.

HUMANITIES

Geography

Provision in geography is **satisfactory**.

Main strengths and weaknesses

- Good improvement in coverage of the national curriculum throughout the school since the last inspection has raised the quality of teaching and learning.
- There is insufficient emphasis on the development of technical skills in Years 3 to 6.

Commentary

73. There has been satisfactory improvement in teaching and learning since the last inspection because teachers now plan the full range of topics required by the national curriculum. Standards are in line with national expectations in Year 2 and pupils of all abilities are achieving well. Most pupils have an adequate appreciation of the local area and of where they live in relation to their school. Through the study of the travels of Barnaby Bear, they also develop a secure understanding of the wider world beyond Exmouth. By Year 6, standards are below national expectations. More able pupils achieve the nationally expected levels, because they have a firm grasp of technical skills and, for example, can accurately identify the key features of a landscape. However, many pupils of average and below average ability do not achieve the expected levels because although the coverage of the national curriculum has improved, there is still insufficient emphasis on the development of technical skills and achievement is satisfactory overall.
74. The quality of teaching is satisfactory overall and good in the Years 1 and 2 classes. The lessons seen and pupils' previous work gave strong indications that, in the classes for the younger pupils, greater and more effective emphasis, overall, is placed on the development of skills through practical activities. For example, pupils in a Years 1 and 2 class were given opportunities to make plans of the street they live in, identifying their own house. In the same lesson, a capable learning support assistant carried out surveys of traffic in three roads around the school. This had a positive impact on achievement and, by the end of the lesson,

most pupils were able to accurately compare the flow of traffic in different locations. A good system of assessment is in place, which all teachers are conscientiously using, to measure each pupil's progress. However, this is insufficiently used in a sharply focused way to track progress in the development of practical and technical skills.

75. The very recently appointed subject leader is providing satisfactory leadership and management, and the school has taken the positive step to provide good opportunities for professional development in the role. The subject leader already recognises a need to review resources to better meet the practical requirements of the National Curriculum.

History

Provision in history is **good**.

Main strengths and weaknesses

- The quality of teaching is good, so pupils achieve well.
- Leadership and management of the subject are good.
- Teachers' expectations of the amount and quality of pupils' written work vary from class to class.

Commentary

76. Standards in Years 2 and 6 are in line with national expectations and pupils of all abilities achieve well throughout the school. This represents good improvement since the last inspection when standards in Year 6 were below national expectations. The majority of pupils in Year 2 have at least a reasonable knowledge of important events in history, such as the Great Fire of London and significant periods, such as life in Victorian times. By Year 6, most pupils have adequately developed research skills which enable them to make deductions about the past from a range of evidence and accurately record them.
77. The quality of teaching is good overall. The main strength of teaching is that teachers use an imaginative combination of activities and strategies to bring the subject to life and to engage pupils' interest and enthusiasm. These include good use of historical artefacts and information and communication technology and regular visits to places of interest. Planning is also good and teachers make good use of the assessment system which is in place to ensure that work is planned at the right level of difficulty for pupils of different abilities. Teaching makes a good contribution overall to the development of writing skills because pupils are usually encouraged to write extensively in their own words. On the other hand, previous work seen in which two classes are studying the same topic, indicates that teachers' expectations of the quality, depth and presentation of work is variable and this is an area for future development.
78. The subject leader, who held this post at the time of the last inspection, is providing good leadership and management of the subject leader. This reflects good improvement since the last inspection and is due to improved levels of communication and teamwork, which have resulted in a more effective whole-school approach to planning and teaching in the subject. A strength of the management is that the subject leader organises an exciting range of visits and artefacts to support teaching and learning in each year group.

Religious education

Provision for religious education is **good**.

Main strengths and weaknesses

- Leadership and management of the subject are good.
- Good teaching helps pupils to achieve well.
- The curriculum covers a good range of work.

Commentary

79. The subject manager leads and manages the subject well. Her thorough monitoring and evaluation of teachers' planning and the quality of pupils' learning leads to clear targets for subject development. Teachers have responded well to her leadership and there has been a successful, collective determination to eradicate the weaknesses found at the time of the last inspection, and raise the standards of pupils by the end of Year 6. The period following that inspection initially saw little progress, a fact confirmed by a local education authority review in May 2004. However, the subject leader, like other middle managers, has benefited from the new headteacher's priority of enabling subject leaders to have the time and resources to carry out their roles and responsibilities. This provided the impetus for change and has led to significant progress in a short period of time in development of the curriculum, procedures for assessment and improving pupils' achievement and standards.
80. In Years 2 and 6, pupils' knowledge and understanding are in line with the expectations of the Local Agreed syllabus. This represents good achievement and, in the case of pupils in Year 6, is an improvement on the standards at the time of the last inspection that were below expectations. The quality of provision as a whole has improved because teaching and learning are good. Pupils are provided with a good range of tasks that, at all ages, maintain a balance between recording factual knowledge, beliefs and feelings and encourage pupils to reflect on what they are learning and how it influences their own lives. Teachers use a good variety of stimuli to develop pupils' learning, including educational visits and visitors to the school to bring pupils' first hand experience of festivals, customs and beliefs of a range of faiths. Video material is used successfully, as is the expanding bank of computer-based resources. Pupils have a good understanding of religious symbolism and eagerly discuss deep religious questions, often asking their own questions. An examination of pupils' work, together with lesson observations, show that pupils with special educational needs and those whose first language is not English learn by making important and valued contributions.
81. Teachers make strong links with personal, social and health education in religious education lessons. They plan well by linking pupils' learning about feelings to thinking about others. Reflective thinking is encouraged through writing and discussion. Pupils' ideas are frequently explored through oral work and teachers maintain good records of these ideas in class discussion books, where the contributions of individuals are entered. Not only is this a useful form of ongoing assessment for teachers but it also shows pupils that their oral work is valued.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

There were too few lessons in **design and technology** and **music** during the inspection period for overall judgements on provision to be made. Evidence was taken from observations, examples of previous work, documentation, discussions and planning.

82. In **design and technology**, pupils' standards are similar to those found at the time of the previous inspection. Two lessons were observed and the standards achieved by pupils in Year 6 were at expected levels in one lesson, but in the other lesson for pupils in Year 4 standards were below expectations. Pupils were observed making bread. Activities were appropriately organised and most pupils worked well. However, in both lessons, although the vast majority of pupils were interested and enthusiastic, the silliness of a small group of boys slowed progress for part of the lesson. Pupils did not always have the knowledge or skills required to complete the task at the expected standard. Design and technology is not a strong part of the curriculum and the subject is in the process of transition. Leadership and management are satisfactory. The new subject leader is enthusiastic, but has not yet been given the opportunity to move the subject forward. The current action plan for development rightly focuses on refining quality and ensuring a consistent approach towards the evaluation aspect of the subject. Good secondary links enable older pupils to work on projects in the local community college during the summer term. Additional activities, such as 'Artsweek', supplement learning well and ensure pupils develop appropriate skills in designing, making and evaluating. There are, however, weaknesses in provision. The policy needs updating, tools and resources are in the process of being relocated and are currently underused. Information and communication technology does not feature strongly in pupils' learning in design and technology.
83. In **music**, only one lesson was observed. Standards were below average, because pupils did not have enough musical understanding to achieve standards in line with their ability. The topic was 'pitch' and, although many pupils recognised the difference between high and low sounds, their understanding was on a very basic level. The whole school was also heard singing in assemblies. This singing was spirited, rather than tuneful. Pupils participate in concerts, such as harvest festivals, Christmas performances, and class assemblies. The choir is enthusiastic and confident and it performs at a number of local venues.
84. The school has lost its musical expertise and the newly appointed subject leader, although keen and hard-working, is not a specialist. She provides satisfactory leadership. Music is not a strong subject, and other areas of the curriculum have taken precedence. The school has recognised the need to improve provision. It has rightly focused attention on improving the quality of singing, involving boys more, and raising staff confidence and expertise. Resources also need updating and augmenting. Currently, non-specialist class teachers struggle to provide for the needs of pupils in lengthy one-hour sessions. The school has a simple assessment format that gives basic information about standards in each class but it is difficult for class teachers, who lack expertise themselves, to make accurate judgements on pupils' achievement.

Art and design

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

Main strengths and weaknesses

- Pupils in Years 3 to 6 achieve well and, consequently, standards are above national expectations in Year 6.
- Teachers pay good attention to pupils' skill development.
- Some displays are of high quality.
- Opportunities for enrichment are of high quality.

Commentary

85. Evidence taken from a small sample of lesson observations, portfolios of pupils' previous work, and displays, indicate that standards in Year 2 are average and that pupils achieve satisfactorily. Standards are not as high as they were at the time of the previous inspection because the school has had to focus more of its attention on raising literacy and numeracy standards. However, despite a reduction in teaching time, pupils in Years 1 and 2 still receive a worthwhile experience across an adequate range of media and study topics in sufficient breadth. The school has managed to maintain good quality artwork in Years 3 to 6, and standards in Year 6 are above average. Older pupils display a mature approach towards art and design. They acquire a good range of experiences across a wide range of media. Pupils of all abilities achieve well because there is a systematic approach towards the development of skills and pupils receive numerous opportunities to extend creative ability and develop artistic talent. Pupils with special educational needs, and those who have English as an additional language, make as much progress as their classmates because teachers and support staff provide well for their needs.
86. Information and communication technology skills are used effectively to support learning. Pupils in Years 3 and 4, for example, successfully developed artwork in the style of Paul Klee during their information and communication technology lesson. Older pupils create computer generated patterns in the style of Andy Warhol. Topics are linked well to other subjects. There are numerous examples, such as Roman mosaics, Egyptian masks, and book-cover designs for *'The Lion, The Witch and The Wardrobe'*. Clay work is of good quality and examples, such as clay tile replicas of the school, demonstrate pupils' skill and attention to detail. Water colour paintings show precision and flair.
87. The overall quality of teaching and learning is satisfactory in Years 1 and 2, and good in Years 3 to 6. Sketchbooks support pupils' learning well. Teachers' subject knowledge is secure and pupils are enthusiastic because activities are interesting. Teachers successfully create a good working atmosphere. Occasionally, however, expectations are not high enough and pupils do not produce work in line with their ability. Teachers pay good attention to non-Western art. In Year 1, pupils create wax reliefs, using indigo dyes as part of their geography work on Nigeria and Tanzania. Islamic designs and Aboriginal art help pupils in Years 3 to 6 to develop a greater understanding of other cultures.
88. Opportunities to enhance learning are a strong feature of provision. The school's most recent *'Artsweek'* provided a strong focus on all creative subjects. Resulting collages, paper sculptures, water colours, clay work and textile weaving were of good quality. Visiting artists make a major contribution towards the success of such events. They have a diverse range of talents, from botanical painting to weaving. Work produced by pupils during workshops is of high quality.
89. Leadership and management are good. The subject leader has a good grasp of strengths and weaknesses and a clear direction for the subject. Art is an important part of school life and steady improvement has taken place since the previous inspection. Assessment is now more effective than in the past and the range of opportunities available to pupils has developed well. Work on display in communal areas is generally of good quality, celebrating a wide range of media. Occasionally, work on display in classrooms is not of the same high standard and does not always reflect the standards achieved.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- There is a very good range of extra curricular opportunities.
- Involvement in the School Sports' Co-ordinator programme has improved the quality of provision.

- The school uses its sports' links with other institutions effectively.

Commentary

90. No dance or gymnastics were observed during the inspection. Standards in games match national expectations in both Year 2 and Year 6, with some older pupils exceeding expectations. Achievement is satisfactory and the school caters well for pupils of all ages and abilities. Pupils with special educational needs and those who have English as an additional language achieve the same standards as their classmates. There has been good improvement since the previous inspection. The quality of teaching and learning is now consistently good, assessment is being used more effectively and opportunities for extra curricular sport, ranging from cross country to tag rugby, have gone from strength to strength. Older pupils make good use of local facilities to develop skills in sports such as judo. Strong links with the community college have proved very beneficial. It provides 'Sports' Leaders' who work alongside staff and make a good contribution to pupils' learning. The school caters well for its talented pupils and makes effective use of their skills in class lessons.
91. Standards in games are average at the end of Year 2, and pupils demonstrate accuracy in throwing and catching skills. They prepare well for lessons with good warm up exercises. They have a clear understanding of the effects of exercise on their body, because teachers pay good attention to health related aspects. By the end of Year 6, pupils show good technique when developing dribbling and striking skills in football lessons. Although swimming was not observed, the school makes appropriate arrangements, with most pupils achieving at least the requirement to swim 25 metres confidently by the end of Year 6.
92. Teaching and learning are consistently good. All lessons are well structured, class control is very good and teachers develop skills effectively. Teachers prepare appropriate alternative lessons in the event of rain and use the expertise of talented pupils well. A good example of this occurred in a Year 6 lesson on football skills. Two skilled footballers acted as coaches throughout the lesson. Classmates listened attentively and made good improvement because they followed the advice given. Attention to health and safety issues is generally good, although indoor space is cramped, particularly when equipment is stored around the edge of the hall.
93. Leadership and management are good. The subject leader uses information and communication technology effectively to record evidence of good practice across the physical education curriculum. 'Artsweek' provides well-structured links with other subjects and enhances provision well. Last year, a student from the Royal Ballet provided a dance workshop and successfully raised the profile of dance, particularly amongst older boys. The school gains good support from parents and governors for its extra curricular provision and there are good opportunities for older pupils to participate in residential outdoor pursuits.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

No lessons in **personal, social and health education** were observed and, therefore, no overall judgement has been made on provision. However, many aspects of the school's provision were seen during the inspection, which indicate that a full and interesting programme is in place that has greatly influenced the recent improvement in behaviour throughout the school and continues to have a positive impact on pupils' view of their role in the school community.

94. Class assemblies play a key role in enabling pupils to discuss personal, moral and social issues and those observed during the inspection were sensitively managed by teachers. In several classes, techniques of 'peer massage' are being trialled. After thorough training for teachers and pupils, routines are well established for pairs of pupils to take turns in providing massage designed to calm both mentally and physically. These sessions are having a very positive impact, both on behaviour and on the promotion of mutual respect. The school council is well established and enables pupils of all ages to become involved in making decisions which influence and shape the quality of school life.

95. The subject leader provides good leadership in this area. She has developed a useful programme of activities, supported by initiatives such as visitors to the school to raise pupils' awareness of the need for a healthy life style and visits to the local magistrate's office to promote the notion of citizenship.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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