

INSPECTION REPORT

GLEN PARK PRIMARY SCHOOL

Plympton, Plymouth

LEA area: Plymouth

Unique reference number: 113326

Headteacher: Mrs A Newall

Lead inspector: Mr L Lewin

Dates of inspection: 27th – 29th September 2004

Inspection number: 266872

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

© Crown copyright 2004

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

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

INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Community
Age range of pupils: 4 to 11 years
Gender of pupils: Mixed
Number on roll: 382

School address: Glen Road
Plympton
Plymouth
Devon
Postcode: PL7 2DE

Telephone number: 01752 339073

Fax number: 01752 336575

Appropriate authority: The governing body

Name of chair of governors: Mrs L Mole

Date of previous inspection: March 1999

CHARACTERISTICS OF THE SCHOOL

Glen Park Primary School is situated in a suburb about six miles from the centre of Plymouth, and caters for children between the ages of 4 to 11 years. The school is larger than most other schools nationally, and presently has 382 pupils on roll. The roll has declined from a peak of 465 in 1999, as a result of changes within the local population. The great majority of pupils come from white UK families, but a few come from other heritage backgrounds. A very small number of pupils speak English as an additional language, but none of these pupils are currently in need of extra support to help them with English. Most pupils come from privately owned homes in the surrounding area, but a significant number of families live in rented and local housing association accommodation. Children join the Reception classes showing attainment that is well below average. The proportion of pupils eligible for free school meals, at 7.6 per cent, is currently below the national average (17.9 per cent). The proportion of pupils with special educational needs, at 15.4 per cent, is similar to the national average (17.5 per cent) and the proportion of pupils with a statement of special educational need, at 3.4 per cent, is above the national average (1.6 per cent). The school has received the Investors in People accreditation and the national Healthy Schools Award.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2233 0	Mr L Lewin	<i>Lead inspector</i>	Science
9472	Mr J Edmond	<i>Lay inspector</i>	
1849 8	Mrs D Morriss	<i>Team inspector</i>	The Foundation Stage, art and design, design and technology, music and special educational needs.
2283 1	Mr C Lewis	<i>Team inspector</i>	English and information and communication technology.
2006 3	Mr G Slamon	<i>Team Inspector</i>	Mathematics, history, geography and religious education

The inspection contractor was:

VT Education
Old Garden House
The Lanterns
Bridge Lane
London
SW11 3AD

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	1
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	3
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	6
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	11
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	13
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	24

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good** and very inclusive school. Very good leadership and management and good teaching enable pupils to achieve well. The school provides good value for money.

The school's main strengths and weaknesses are:

- Pupils reach above average standards in mathematics, science, physical education and history by the end of Year 6.
- Pupils' speaking skills and the standard of boys' writing are below average across the school.
- The headteacher provides very effective leadership and is very well supported by her senior management team.
- Governors work very effectively and provide strong support for the headteacher and staff.
- Pupils behave well and form good relationships as a result of very effective support and very good provision for developing their spiritual and moral awareness.
- Provision for supporting pupils with special educational needs (SEN) is very good.
- The school has very good assessment procedures, which are well used by teachers.
- The very good curriculum provision includes a very extensive range of extra activities and excellent opportunities for pupils to participate in sport.

The school has improved at a very good rate since its last inspection in March 1999. All previous issues have been successfully addressed and, in particular, the standards achieved by pupils and the quality of teaching have improved. The school has strengthened all areas of its provision, but particular strides have been made in establishing robust systems for checking pupils' performance, monitoring the quality of work across the school, and improving facilities and resources within the very good quality accommodation. The very effective teamwork and enthusiasm apparent amongst the staff and governors mean that there is a good capacity to improve further.

STANDARDS ACHIEVED

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

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

Pupils achieve **well**. Children start school showing standards that are well below average, particularly in the area of communication, language and literacy. They achieve well in the Foundation Stage, by the end of which they reach standards that are below average in all of the areas of learning. This good achievement continues in Years 1 and 2, by the end of which pupils attain average standards in reading, writing, mathematics and science. In Years 3 to 6, pupils also achieve well and reach above average standards in mathematics and science and average standards in

English. These findings reflect a similar picture to that of the 2003 Year 6 national test results except that performance in science is now better. Early indications from 2004¹ results also confirm this picture and that standards overall are continuing to rise at a good rate. Nevertheless, standards in English are not improving as rapidly as in other subjects. In particular, speaking skills are below average across the school, as is the performance of boys in writing. Standards are above average in physical education by Years 2 and 6 and in history by Year 6. Across the school, pupils reach the expected levels in information and communication technology (ICT) and religious education. In art and design, design and technology, and geography, insufficient evidence was collected during this inspection to enable standards to be judged.

There is **good** overall promotion of spiritual, moral social and cultural awareness, with particularly good promotion of pupils' spiritual and moral understanding, and this results in pupils behaving well and showing generally good attitudes. However, their responses towards written tasks are noticeably less enthusiastic than towards other more practically based tasks. Attendance is good.

QUALITY OF EDUCATION

The quality of education is **good**. Teaching and learning are **good** for all age groups. Staff form good relationships with the pupils and are good at encouraging them to do their best. Lessons are well planned to ensure that activities match the needs of all pupils. Teachers have very good subject knowledge, provide clear explanations and use a good range of different strategies so that pupils progress with confidence and understanding. Staff cater very effectively for pupils with SEN. The school has very good assessment procedures. The curriculum is extended very effectively. Pupils are given very good support and guidance, and links with the community are very well established.

LEADERSHIP AND MANAGEMENT

Leadership and management are **very good**. Very effective leadership by the headteacher has enabled the school to improve rapidly. The senior management team supports her very well, and together they ensure that all school staff work as an enthusiastic and highly committed team. Governance of the school is very good and all statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The great majority of parents have a high regard for the school. A significant minority of them do not cooperate sufficiently with the school in supporting their children's learning; for example by ensuring that homework is completed. Pre-inspection questionnaires completed by pupils, and discussions with them, show that they like their school and feel they are provided with interesting work and extra-curricular activities.

IMPROVEMENTS NEEDED

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

¹ National comparisons are not yet available.

- Improve standards in speaking across the school.
- Improve the standard of boys' writing in all classes.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils achieve well. Standards have improved since the last inspection and pupils are currently on course to reach above average standards in mathematics and science, and average standards in English overall, by the end of Year 6.

Main strengths and weaknesses

- Pupils are on course to attain above average standards in mathematics, science and history by the end of Year 6, and in physical education by the end of Years 2 and 6
- Pupils with SEN achieve very well.
- Pupils' speaking skills are below average across the school.
- Standards in English are not improving as quickly as in other subjects.
- Boys' attainment in English is significantly below that of girls.

Commentary

1. Although standards for children entering the school vary from year to year, they are mainly well below average. Observations of children in the Foundation Stage and pupils in Year 1 demonstrate that most of them show very immature speech patterns and a very limited vocabulary range. This means that they often have difficulty in understanding very basic instructions and do not respond immediately when asked a question, nor offer contributions during discussions. Through strong support from the staff, children achieve well in the Foundation Stage. By the time they move into Year 1, most of them show below average standards in the different areas of learning, though speaking remains a particular weakness.

Standards in Year 2

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

Standards in:	School results	National results
reading	15.8 (15.4)	15.7 (15.8)
writing	13.5 (14.0)	14.6 (14.4)
mathematics	16.2 (15.7)	16.3 (16.5)

There were 53 pupils in the year group. Figures in brackets are for the previous year.

2. When compared to those of other schools nationally, the 2003 national test results showed Year 2 pupils reaching average standards in reading and mathematics, but well below average standards in writing. This indicated that while standards had improved in reading and mathematics, they had slipped back in writing. When compared with those of similar schools², the results were well below average in reading, writing and mathematics. In its efforts to improve standards, the school has been very active in providing training for staff, placing new staff with particular skills into the infant classes, and ensuring that action plans to improve standards in writing are rigorously carried out. Although it is taking time for the full impact of these strategies to be realised, early indications from 2004 tests show that pupils are likely to have achieved average standards in reading, writing and mathematics. Inspection observations of the current Year 2 generally confirm this improving picture, with pupils now on course to attain average standards in reading, writing and

² The Year 2 'similar schools' category refers to other schools with a similar proportion of pupils known to be eligible for free school meals.

mathematics. Pupils also achieve well and reach average standards in science. In the recent past, the test results showed standards improving at a trend that was below the national trend of improvement, but there are now clear signs that the school has begun to reverse this trend and standards are now rising at a good rate in Year 2.

Standards in Year 6

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

Standards in:	School results	National results
English	26.9 (27.4)	26.8 (27.0)
mathematics	27.8 (26.3)	26.8 (26.7)
science	29.1 (26.6)	28.6 (28.3)

There were 60 pupils in the year group. Figures in brackets are for the previous year.

3. Pupils achieve well in Years 3 to 6. In the 2003 national tests, Year 6 pupils attained average standards in English and science and above average standards in mathematics when compared with all schools nationally and with similar schools³. Clear improvement was made on the previous year's results except in English. Early indications from the 2004 tests are that Year 6 pupils achieved slightly below average results in English, average results in mathematics and above average results in science. Observations of work during the inspection show good improvement in mathematics and science, where standards are above average, and average standards in English. The overall pattern from these variations is that standards are improving at a good rate. However, standards in English are not rising as quickly as in mathematics and science.

4. Pupils generally achieve well in reading, but the school has needed to invest a great deal of energy in improving writing standards. Staff training and a strong focus on extending the range and intensity of written activities have helped boost standards. However, the rate of improvement remains slow. The main difficulty is that standards are depressed by the significantly lower performance of boys compared with that of girls. Notably, very few boys achieve the higher level (Level 5). Furthermore, while *all* pupils display much less enthusiasm for writing than for other subjects, this is especially noticeable with boys. In addition, the advance in their writing skills is slowed by the below average speaking skills across the school and the associated limitations in pupils' range of vocabulary and confidence in assembling their ideas. The school has rightly identified the need to focus more specifically on improving pupils' speaking skills, and already teachers are beginning to plan more extensively to provide speaking opportunities in lessons through such means as partner discussions and drama.

5. Standards are above average in Years 2 and 6 in physical education, and in history in Year 6. Pupils are offered an excellent range of sporting activities, in which they show good development of their skills. In history, they gain a good in-depth knowledge in Year 6 through the extensive range of experiences they are given. Across the school, pupils reach the expected levels in ICT and religious education. In art and design, design and technology, and geography, insufficient evidence was collected during this inspection to enable standards to be judged.

6. Pupils with SEN achieve very well throughout the school. This is because of the high calibre support they receive from teaching assistants and the precision with which work is prepared to match their needs. High quality screening and assessment procedures ensure that each pupil has very specific targets that can be regularly measured. Higher attaining and gifted and talented pupils are effectively extended by the work they are given and achieve well.

³ Schools that achieved a similar range of results when the Year 6 pupils tested were in Year 2.

Pupils' attitudes, values and other personal qualities

Attitudes and behaviour are good and have improved since the previous inspection. The school makes good provision overall for pupils' spiritual, moral, social and cultural development, which has also improved since the last inspection. Attendance and punctuality are good.

Main strengths and weaknesses

- The school sets high expectations for pupils' conduct and very effectively promotes good relationships.
- Pupils' attitudes and behaviour are mainly good and sometimes very good.
- The school makes good provision for pupils' social and cultural development and very good provision for their spiritual and moral development.

Commentary

7. Pupils of all ages have positive attitudes to learning, though sometimes some of the younger boys lose concentration towards the end of lessons. Throughout the school, pupils generally show an enthusiastic approach to the activities they are given, especially when these are of a practical nature. They are noticeably less enthusiastic about writing tasks – especially the boys – and this is reflected in the fact that standards in writing are not improving as rapidly as standards in other subjects. In most of the lessons seen, behaviour was good and occasionally very good. Staff set high expectations for good behaviour and the pupils generally respond in a very positive way, by trying hard with the tasks they are given. Very good systems are in place to reward good behaviour. For example, pupils regard 'Golden Time' (time set aside when pupils select their favourite activity) as a powerful incentive to encourage them to behave well; they are very disappointed if their 'Golden Time' is cut. Pupils are properly supervised around the school and the atmosphere is calm and orderly. They are polite and friendly to visitors.

8. Pupils with SEN are given strong encouragement and show confidence in working alongside their classmates. They are very positive about their achievements, and several commented on how well they felt they were doing.

9. Pupils like their school and are keen to participate in the wide range of activities on offer. They gladly undertake duties that are allocated to them and are happy to help around the school, particularly when supporting other pupils; for example being a 'buddy' for new pupils joining mid-year.

10. Pupils respect one another and staff, and relationships are very good throughout the school. Pupils confirm that the school deals effectively and rapidly with any occasional behaviour incidents that occur. The school is rightly proud of its inclusive approach and is very successful in ensuring that all groups of pupils work and play well together. Discussions with pupils show them to be friendly and confident. They say they feel well supported and the school has effective measures to help those whose self-confidence needs a boost.

11. The school makes very good provision for pupils' spiritual and moral development, and good provision for their social and cultural development. It regularly reviews its policy on collective worship and spiritual development. The weekly themes of assemblies are planned in great detail, with careful choice of music that is spiritually uplifting. The school meets the statutory requirement for a daily act of worship and provides very good opportunities for reflection. Moral teaching is firmly in place and the school is good at nurturing pupils' social development. Pupils are clear about the difference between right and wrong and about the importance of respecting other people's feelings, values and beliefs. Pupils are given a very good understanding of their own culture, with many visits to places of interest, particularly those related to topic work. The school makes satisfactory arrangements for pupils to explore other cultures, where possible using staff or visitors from other ethnic backgrounds.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.8%
National data	5.4%

Unauthorised absence	
School data	0.3%
National data	0.4%

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

12. Pupils enjoy coming to school, and attendance and punctuality are good. Effective systems are in place to encourage good attendance.

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British

No of pupils on roll
387

Exclusions in the last school year

Number of fixed period exclusions	Number of permanent exclusions
11	0

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

13. Exclusions are comparatively low, though more numerous than at the time of the last inspection. The 11 fixed period exclusions last year involved nine pupils and most related to a single incident. There have been no permanent exclusions for several years. The exclusions were properly and sensitively handled by the school, and the pupils concerned were settled back into school effectively.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. Good teaching, a well enriched curriculum, strong systems for pastoral care, and established links with the community all serve to significantly enhance pupils' learning.

Teaching and learning

The quality of teaching and learning is good. The school has very good assessment procedures.

Main strengths and weaknesses

- Staff have a strong rapport with pupils and use this very effectively to encourage individuals.
- Lessons are planned effectively to match with pupils' needs.
- Teachers have very good subject knowledge and an enthusiastic approach.
- Pupils are not as motivated in their learning in literacy as they are in other subjects.
- Pupils with SEN are very well supported by teachers and teaching assistants.

Commentary

Summary of teaching observed during the inspection in 56 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	9 (16 %)	32 (57 %)	15 (27%)	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.

14. Teaching throughout the school is good. There is a good atmosphere in all lessons, underpinned by the strong relationships that exist between staff and pupils. Discussions with the pupils show that they like their teachers and feel that the teachers try hard to make lessons interesting. Staff across the school are good at maximising the potential of the good relationships. Their frequent use of praise encourages individuals, who therefore try to please teachers and teaching assistants by doing their best.

15. Teachers plan and prepare lessons well. They are good at taking careful note of previous assessment of pupils' work to make sure that tasks match closely the needs of all groups and individuals. As the pupils rightly identify, teachers work hard to present work in an interesting way and try to select tasks that have plenty of 'pupil appeal'. For example, work in science concerning the solar system was very well enlivened by a projected computer simulation that gave pupils a rapid and interesting insight into a difficult concept.

16. Teachers have very good subject knowledge and show this through the succinct and clear explanations they give. As a result, no time is wasted, and pupils get on with tasks rapidly in most lessons. The exception to this occurs occasionally in mathematics lessons, particularly with the younger pupils in the school, where time is not always used as efficiently as it could be. For example, in lessons seen, methods of organising the work sometimes led to queues of pupils waiting to see the teacher for advice or instructions. However, more often throughout the school, teachers show enthusiasm with a helpful strand of good humour that is very much appreciated by pupils, whose enjoyment of the work is thereby increased.

17. Teachers use a good breadth of strategies and, in this way, show a good understanding of the way in which pupils learn. They ensure that, as well as giving good quality verbal directions and explanations, they present work in a highly visual or practical way. Good examples of this approach include:

- a 'pass the parcel game' during mathematics work in the Reception class;
- use of mini whiteboards for pupils to make notes in literacy and numeracy lessons throughout the school;
- pupils using computers as an alternative means of studying or recording information.

18. Teachers' energy and enthusiasm is consistently applied in all subjects, and pupils usually respond positively and try hard. However, there is sometimes a noticeable lag between the good quality and energetic approach of teachers in literacy lessons, particularly for the older pupils, and the level of the enthusiasm of the pupils. Often the teachers have to work extremely hard to coax responses in discussions, and boys in particular show a reluctance to join in unless asked a direct question. This spills over into a sometimes unenthusiastic approach by pupils to tasks connected with writing. The school is acutely aware of the difficulties in this area and has rightly highlighted the need for teachers to focus more specifically on developing pupils' confidence and skills in speaking. A characteristic of some of the very good teaching is that some teachers have already taken a proactive approach towards promoting speaking ability. For example, in a very good literacy lesson in Year 1, 'partner talk' during the class discussion opened up much opportunity for pupils to extend their speaking skills. However, such practice is not yet consistently applied across the school.

19. Within their very good planning, teachers take particular care to ensure that pupils with SEN, gifted and talented pupils, and the higher attaining pupils have work that matches their needs very precisely. In some lessons seen, teachers made very good direct reference to pupils' individual education plans, reminding pupils of their current targets for improvement. Teaching assistants provide very good backup in supporting teachers and pupils generally, but their work with pupils who have SEN is particularly valuable. They show a very good knowledge of the individuals concerned, and much patience and persistence in very effectively encouraging and guiding them. As a result, these pupils usually progress at a very good rate with their learning and feel fully included in all activities. Teachers and teaching assistants make very extensive efforts to ensure

that all groups of pupils, including those with SEN, are fully included in all activities. The success that staff achieve in this area was made clear in a discussion with SEN pupils in Year 6, who said how much they enjoyed school and remarked on the strong support they receive from classmates and staff.

20. The school has established very good assessment procedures, particularly in English and mathematics, and this means that the progress of pupils can be carefully tracked as they move from class to class. It is a particular strength that all teachers make very effective use of assessment information to refine and improve their planning. Teachers have taken full ownership of the school's assessment systems in that they are keen to analyse results and performance data for themselves.

The curriculum

The school provides a very good breadth and balance of curricular opportunities, with a very good range of opportunities for enrichment. The quality of accommodation is very good and there is a very good range of learning resources. The provision in all of these areas has improved significantly since the last inspection.

Main strengths and weaknesses

- Pupils with SEN are fully included and provided for very well.
- Pupils are very well prepared for the next phase of their education.
- Personal and social skills are very effectively developed.
- Accommodation and resources make a very strong contribution to learning.

Commentary

21. The curriculum is very broad, well balanced and coherent, with a good and secure level of continuity and progression and a very good range of opportunities for enrichment. It meets all statutory requirements, including provision for religious education. The school provides very effectively for personal, social and health education (PSHE), including sex and drugs awareness education. Provision for PSHE is both formal, through assembly themes and the well-planned scheme of work, and informal, by means of the positive relationships and day-to-day interactions between pupils and adults. The school is very effective in ensuring that each pupil has an equal opportunity to benefit from all that it offers. The full inclusion of differing groups and individuals is a priority of school policies and practices. For example, the school continues to work hard to reduce the continuing significant gap between the attainment of boys and girls, particularly in English. Also, visually impaired pupils in Year 6 are fully integrated into all activities and very well supported by all staff and the pupils. There are consistent whole-school approaches to teaching and applying literacy and mathematics across the curriculum. The school's willingness to adopt new strategies and to seek and accept guidance on changes to the curriculum has begun to reap benefits in the core subjects of English and mathematics. There is a satisfactory match of teachers to the curriculum. The support staff are well qualified and hard-working and make a very good contribution to learning.

22. Provision for pupils with SEN is very good. Teaching programmes and individual education plans are very well constructed to ensure that all individuals have work that is precisely tailored to their needs. Staff have a deep and insightful knowledge of the pupils. Teaching assistants are very effectively deployed to support individuals.

23. The school provides pupils with a very good range of interesting and relevant activities outside lessons. These include a variety of lunchtime clubs run by the staff, with particularly strong input from the teaching assistants and lunchtime support staff, as well as a very good range of after-school clubs. They are very well attended, with 90 per cent of pupils attending one or more club

each week. Sporting and cultural visits linked to the curriculum are organised to extend pupils' experiences. The range of sporting activities on offer is outstanding. Participation in activities ranging from the gymnastics clubs to the 'Junior Ten Tors' expedition gives a very wide scope for individuals to extend their skills.

24. The quality and use of accommodation is very good. There are very spacious and attractive outdoor facilities, with four playgrounds, a wooded area and a gazebo. Classrooms are spacious and a number of additional rooms – a drama room, an art room and a meetings room – help the school to run efficiently and boost the quality of education offered. Resources for most areas of the curriculum are very good. In particular, resources for ICT have improved significantly since the last inspection and are now good.

Care, guidance and support

The school makes very good provision for pupils' care, personal support, advice and guidance. The school has good systems to ensure that pupils' views are sought and acted on. All areas of pupils' care, support and guidance have improved substantially since the last inspection.

Main strengths and weaknesses

- Proper child protection measures are in place and the school has close and effective relations with outside agencies.
- The school is an exceptionally clean and pleasant place, and proper health and safety procedures, including risk assessments, are in force.
- Staff are caring and fair.
- The school is very inclusive, and its comprehensive pastoral and assessment systems ensure that all pupils' needs are well known and catered for.
- The school council works well and the school regularly consults pupils as a whole.

Commentary

25. Very effective and sensible child protection practices are in place and meet the new statutory requirements. The school works hard to promote very close relationships with outside agencies. Break times are well supervised and the medical and first aid arrangements are good. Pupils and staff work in an exceptionally clean, litter-free environment, which is healthy and safe.

26. Pupils are highly valued. The school pays great attention to their personal support and care, which are enhanced out of hours and in the holidays by effective on-site breakfast and childcare facilities. Staff know pupils very well and provide extra support for the more vulnerable. Measures include a strong PSHE programme. The school operates very effective pastoral and assessment systems that ensure that every pupil's needs and achievements are well known. There is always at least one member of staff, often more, with whom pupils develop a trusting relationship. Pupils consider that staff treat them fairly and help those few pupils who have difficulty in conforming. As a result, this is a very happy school.

27. The school actively tries to help pupils develop healthy eating habits, particularly through its fresh fruit policy: every child in one Foundation class was seen eating an apple at break. However, not all parents support strongly enough the school's efforts to reduce the sugar and fat contents of lunch boxes.. The good induction arrangements for Nursery and Reception pupils, which include helpful documentation for parents, ensure that all individuals settle in quickly to the routines of school life.

28. Provision for pupils with SEN is very good. The skilful work of staff throughout the school ensures that all pupils are properly assessed and their needs precisely catered for during lessons

and in small group or individual support sessions. Pupils with SEN commented that they were very happy at school and enjoyed school life.

29. The school council is relatively new but is effective, and the school has implemented pupils' ideas in several areas, such as providing shaded seating outside. Each year, the school also consults pupils and, where appropriate, acts on their views. Pupils are encouraged to contribute their own ideas, especially during class discussion times in PSHE lessons.

Partnership with parents, other schools and the community

Links with parents are good. Those with the local community and with other schools are very good.

Main strengths and weaknesses

- Links with the local community are very extensive, varied and valuable to pupils.
- Links with the on-site pre-school, the main secondary school and the other local primary schools make a major contribution to pupils' education, culture and welfare.
- The information produced for parents is generally of high quality.
- Links with parents are good and the school makes a real effort to involve them in its activities.
- The school deals very effectively with parents' concerns and complaints.

Commentary

30. Good links are established with parents at an early stage. There are many occasions for very young children to visit so as to become familiar with the school and staff.

31. The school prospectus, which is a bright and appealing document, meets statutory requirements. However, the governors' annual report to parents does not inform parents about the school's approach to security, accessibility and disabilities. Newsletters are attractive and informative. Parents also receive an outline of the curriculum and copies of appropriate policies. Pupils' annual written reports are of excellent quality. They contain extensive information on each pupil's progress and targets for improvement. Very good information is provided for parents whose children are starting school. This includes a detailed and informative brochure and an introductory meeting in which teachers explain how parents can support their children at home. Parents of children with SEN continue to be properly involved and informed about the review of their child's individual education plan.

32. The school is good at seeking the views of all parents on matters of general interest. The results of the school's annual questionnaire to parents are generally very positive. They are discussed with staff, and action is taken on the occasional item that has received a negative response. The contribution that parents make to their children's learning is satisfactory overall, although a significant proportion of them do not always involve themselves sufficiently in promoting their children's learning at home – a problem identified at the time of the previous inspection. Though the number of volunteer helpers in school is low, parents support the school's own social events well, and its educational workshops for parents are fully booked. An energetic Parents and Friends Association runs many events, which provide social benefits to the school community as well as useful funds to be spent on pupils.

33. The school deals very effectively with the few concerns and complaints. The headteacher is regarded by parents, governors and the community in general as open and approachable and has done much to build up their confidence in the school.

34. Strong and effective links with the local community significantly enhance the quality of education provided. Pupils make real gains from the school's cultural, artistic and sporting connections and from its participation in local competitions and events. It has good links with the local press, but none with commercial or industrial organisations. Sponsoring several charities enhances pupils' sense of service to others.

35. Links with the on-site pre-school are exceptionally close and beneficial to children, and this is a recent very welcome improvement. Systems to help settle children from the pre-school, when they transfer to the Foundation Stage class, are very good. All pre-school children make several formal and informal visits to the main school before they join, and the SEN co-ordinator works closely with pre-school staff to familiarise herself with the needs of identified individuals. Links with local SEN support services are very strong.

36. Links with the main secondary school are very good. From Year 5, pupils visit it for taster lessons, senior secondary school staff visit the school to meet the pupils, and a science teacher gives weekly lessons to Year 6 pupils.

37. An accolade to the school's systems and procedures is that it receives many training visits from other schools seeking to learn how best to deploy teaching assistants and how to train them for specialist roles, such as supporting pupils with visual impairment. The school is a very active member of the local academic council of schools in the town, with a valuable co-ordinating role, and it gives considerable help in training new teachers.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. Governors work very effectively and ensure that all statutory requirements are met.

Main strengths and weaknesses

- Very good leadership by the headteacher has resulted in very good improvement since the last inspection.
- Staff and governors work together as a highly enthusiastic and committed team.
- Staff with key responsibilities carry out their duties very efficiently.

Commentary

38. The headteacher provides very good leadership. It is based on the philosophy that every pupil is important and should have the opportunity to fulfil his or her potential in a school atmosphere where learning is made as interesting and happy an experience as possible. Her vision for the school's future development is expressed clearly in the improvement plan, which highlights a range of initiatives clearly focused on driving up standards as well as helping the school achieve its overall aims. The headteacher's strong vision is shared by all adults who work in the school and permeates everything the school does. The recently appointed deputy headteacher and other members of the senior management team work very well together under the headteacher's leadership, meeting regularly to review developments. They provide full and effective support for the headteacher. Through their monitoring activities, senior managers and subject co-ordinators gain a clear overview of the quality of provision across the school and work hard to develop new initiatives. The inspirational leadership of the headteacher, who was appointed just before the last inspection, has resulted in very good all round improvement in standards and in most areas of the school's provision.

39. The headteacher has created an ethos in which all staff and pupils feel fully included and valued for their achievements and efforts. All staff and pupils spoken to during the inspection said how happy they were to be at the school and how much they felt valued as individuals and members of a team. Management of the recruitment, induction, retention, deployment and workload of staff is very good. Many teachers, administrative and support staff have been at the school for a long time. They constitute a strong and experienced team. All members of staff stay motivated by thriving on the constant challenge to improve standards and by being given responsibilities that they enjoy. The

very good arrangements for performance management are very effective in bringing about improvements.

40. Governors work very closely with the headteacher and staff. They visit the school on a regular basis, actively pursue their role of critical friendship and have a clear view of the school's strengths and weaknesses. They are fully informed about and involved in the school's activities, and the chair of governors in particular provides very strong support for the headteacher.

41. The school has established very good procedures to ensure that finances are monitored closely and targeted on improvement priorities. Principles of best value are implemented very well through use of data, methods of consulting those connected to the school, and targeted use of the budget. The governors, headteacher and staff benefit from the very efficient financial management of the school's administrative officer, who provides detailed and comprehensive financial information. Together with the other administrative assistants, she makes a significant contribution to the smooth running of the school.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	852,359.00
Total expenditure	884,326.00
Expenditure per pupil*	2,285.00

Balances (£)	
Balance from previous year	64,199.00
Balance carried forward to the next	32,232.00

*(Based on numbers on roll of 387)

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Reception class is **good**.

42. The good provision in the Reception class has been maintained since the last inspection. Teaching and learning are good and children achieve well in all areas. Provision for children with SEN is very good, with staff working closely with them to quickly identify any difficulties. This enables very good procedures to be established so that children achieve their potential. Leadership and management of the Foundation Stage are good. Staff work and plan closely together so that children feel secure and well cared for. The very good accommodation and resources are used well to enhance children's learning. Induction procedures are very good and good links are quickly established with parents. Assessment and monitoring procedures are very good and enable staff to track children's progress very carefully so that tasks appropriate to each child's ability can be planned. Children enter the Reception class with well below average standards, particularly in speech, language and social development. They achieve well, so that by the time they are ready to move to Year 1 most children have made good progress, although not all are in line to reach the expected levels in all areas of learning.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Relationships in the Reception class are very good.
- Children enjoy school and behave well.
- Occasionally, the immature behaviour of a small minority has an effect on the learning of others.

Commentary

43. Teaching in personal, social and emotional development is good. This leads to good achievement, so that from a very low base the children are just below expected levels by the time they enter Year 1. The very positive relationships in the class ensure that each child feels well cared for and is confident to talk to and confide in an adult. At this very early stage of the term, children have already learned the routines of the classroom and are beginning to take on simple responsibilities for their own belongings. They take simple messages and, in pairs, take the register to the office. They join in with all activities with enthusiasm and enjoyment. Role-play and stories are used well to help children learn about working together and helping each other. During an outdoor activity, children were observed having fun as they took turns on the bikes and scooters. They were kind to each other and shared resources well. Just occasionally, immature behaviour disturbs some activities and consequently reduces the learning of others.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Lessons are well planned to build children's confidence in speaking.
- Resources are very well used to encourage interaction.
- Home-school links are very good.
- There is not always enough modelling of accurate pronunciation of words, or enough opportunities for children to speak in lessons.

Commentary

44. Teaching is good and lessons are planned well to cover all aspects of communication, language and literacy. When children enter the Reception class their language skills are poor. Although they generally achieve well, their skills in this area of learning remain weak by the time they are ready to start Year 1. Children's skills in speaking are especially weak, and while a small minority learn to express themselves reasonably clearly, many of them talk in a very immature and unclear way, show very limited vocabulary and have difficulty understanding very basic spoken instructions. Staff work hard in the face of these difficulties and use a good range of strategies. For example, the very good use of some exciting resources encourages children to be interested in and to enjoy books and stories. Good quality puppets are used well to encourage children to interact and respond to questions. Children regularly take books home to share with their family. This very good link encourages children to respect books, take responsibility, and share their learning with a familiar adult. Children often encounter difficulty with the pronunciation of sounds and words. Staff work hard to improve this, but do not always spend long enough showing children how to say some of the more difficult words.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Practical activities are a very important feature of mathematics and help children to enjoy lessons.
- Daily counting tasks help children to improve their numeracy skills.

Commentary

45. Teaching is good in mathematical activities, leading to good achievement. Consequently, children improve their skills and move from a low base on entry to just below expected levels by the time they enter Year 1. The practical aspects of lessons are a major source of enjoyment for the children and keep them focused and interested. A few children count confidently to ten and beyond, and the daily counting activities help them to extend this skill. Children are beginning to recognise numbers and to order them. In one lesson, children were observed helping the teacher to order large numbers by pegging them on a number line. They were all keen to join in.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The use of the outdoor area is a major strength that helps to develop children's curiosity.
- The range of activities and resources for this area of learning is very good.

Commentary

46. Teaching is good, and very good use is made of the outdoor space and the classroom to promote children's curiosity and wonder for the world around them. Children achieve well from a low base on entry because provision is good. They are on course to attain just below expected levels by Year 1. Children enjoy exploring water and sand and are beginning to play appropriately together within different types of role-play.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- The outdoor space provides very well for children's physical development.
- Regular, planned activities promote daily exercise.
- Resources are used well to improve physical skills.
- Physical education lessons are sometimes too short.

Commentary

47. Teaching is good overall, with some very good teaching seen during the inspection, and it leads to good achievement. Children enter the Reception class with physical skills just below those expected. In particular, their manipulative skills are well below expected levels. However, during their Reception year they make good progress, so that by the time they enter Year 1 they are expected to meet the goals for large physical movements that require hand/eye co-ordination. The outdoor space is a major strength. It is used very well to promote physical skills. Children showed that they were able to use pedals on the tricycles well, chase each other on scooters, and practise throwing and catching beanbags. Regular daily, planned experiences for the outdoor area promote regular exercise and enjoyment for all the children. The very good range of resources is used to help children develop increasing control of their bodies. Nevertheless, physical education lessons are not always long enough to develop and improve skills in such a way that children learn to move in space with confidence.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- A rich range of learning experiences helps children to achieve well.

- Children feel secure enough to try new activities, and use their senses well to explore.
- Occasionally, adults do not intervene firmly enough to extend children's skills further.

Commentary

48. Teaching is good. The rich and well planned range of learning activities helps children to achieve well, so that overall they are close to achieving the expected level by the time they enter Year 1. A good climate for developing creativity has been established, and children learn to make choices and experiment with colours, objects and materials, and to use their senses. They are happy in their play and show confidence in explorations as they dress up in exotic clothes, paint pictures of different vegetables and play alongside others. Just occasionally, they do not have enough time to express their thoughts and ideas or discuss their work with adults. Consequently, opportunities for extending language and creative skills are sometimes lost.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards are improving across the school because of the good quality of teaching.
- Pupils make good progress from a low level of attainment on entry to the school.
- Boys' attainment, particularly in writing, remains significantly below that of girls.
- Pupils' speaking skills are generally weak across the school.
- Standards in writing are not improving as quickly as in other subjects, despite a strong whole-school focus on this aspect of English.
- Staff support pupils with SEN very well.
- There is very good use of assessment data to track pupils' progress.

Commentary

49. Pupils enter the school with poor literacy skills, and their speaking and listening are especially weak. However, they achieve well and currently reach average standards in Year 2 in reading and writing, although their speaking skills remain below average. Information in the school's comprehensive systems to track pupils' performance shows that individuals progressed from a below average level when they were in Year 2 to an average standard overall now in Year 6. This represents good achievement. Reading standards are the strongest element, with above average standards, compared with average standards in writing. Speaking skills remain the weakest strand. Although a significant minority show confidence and speak reasonably articulately, most pupils show below average skills, lack confidence, and display a limited range of vocabulary for their age. Difficulties in this area are suppressing pupils' ability to develop their writing skills more rapidly and are the main reason why standards in English are improving more slowly than in mathematics and science. Inspection observations showed that boys in particular often lack enthusiasm for speaking and writing tasks, and their performance is significantly below that of the girls.

50. The school has focused intensively on improving writing standards by ensuring that pupils have a wide range of opportunities to improve their skills. Overall, this has resulted in pupils acquiring a generally sound ability to record their ideas. However, in order to increase the pace of improvement, the school has identified rightly the need to focus more specifically on developing pupils' speaking skills to create a firmer basis on which to build their confidence to write fluently and imaginatively.

51. Overall, teaching is good throughout the school. Teachers show good subject knowledge. They organise lessons and manage pupils' behaviour very well, enabling most lessons to progress

at a good pace. They use information from day-to-day assessment very well to match tasks to pupils' abilities and learning needs. For example, in a very good Year 1 lesson, very effective planning ensured that tasks were matched precisely to pupils' needs. Very good classroom management skills and a lively, enthusiastic teaching style resulted in pupils making very good progress with their task. Teaching was similarly very good in a Year 6 lesson. In this case, however, despite the teachers' enthusiasm and very good lesson preparation and presentation, the response of a significant minority of pupils – mainly boys – was barely satisfactory. Here, as in many other literacy lessons observed across the school, the teacher had to work very hard to obtain a suitably enthusiastic response from the pupils. Unless they are directly challenged, many pupils, particularly older boys, tend to sit quietly and allow someone else to answer the teacher's questions. In the best lessons observed, teachers were careful to promote opportunities for speaking and listening, through drama and paired discussions. However, such practice is not consistently emphasised across the school. One particularly good example of promoting good speaking skills was noted in a Year 5 lesson, where the teacher put a strong emphasis on the need to use Standard English. She carefully corrected pupils' faulty grammar in statements such as 'because I done it'. However, other lessons were observed where teachers failed to correct pupils' incorrect speech. Pupils with SEN are very well included in lessons and are very effectively supported by teaching assistants, who also take small groups of pupils for additional 'booster' training in literacy skills.

52. The subject co-ordinator provides good leadership and management and has a very good overview of standards throughout the school. She reviews teachers' planning, has monitored lessons, and has organised visits for teachers to observe 'leading' literacy teachers. She has developed a very good understanding of the strengths and weaknesses in pupils' attainment from her detailed analysis of the results of standardised tests. Very good use is made of such data to track pupils' progress as they move through the school, and, in the best cases, to provide pupils with individual targets for their learning.

Language and literacy across the curriculum

53. The school makes good provision for cross-curricular use of pupils' English skills. There is a good range of opportunities for pupils to make use of their writing skills in subjects such as science, religious education, history and design and technology. This ensures that pupils learn to write in a range of different and contrasting styles, making appropriate use of ICT. There is a good variety of activities designed to motivate pupils, including 'themed weeks' with visiting authors, theatre groups, role-play activities and the use of artefacts and music in literacy lessons.

MATHEMATICS

Provision for mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve well as a result of the good teaching.
- The subject is very well led and managed.
- Pupils enjoy the subject and work well in lessons.
- 'Booster' classes and classes for higher attaining pupils in Year 6 prepare them well for national tests.
- The structure of some lessons does not allow sufficient time for pupils to work independently and for teachers to teach pupils at different levels as they work on tasks.

Commentary

54. The average standards identified at the time of the last inspection have been maintained at the end of Year 2, and have been improved upon at the end of Year 6. Pupils currently in Year 6 are on

course to attain standards that are above average. They have a good range of knowledge and skills within the different areas of mathematics and show, for example, good skills of mental recall and a good ability to use their calculation skills in solving problems. Improvement is directly due to the very good leadership and management of the subject. The co-ordinator has improved the quality of teaching through close monitoring, to achieve consistency of practice. She ensures that the full programme of work is covered thoroughly and systematically. Rigorous monitoring of pupils' progress and a thorough analysis of test results help the co-ordinator and teachers to quickly identify areas of weakness in individual pupils' learning and within the curriculum. As a result, there is now a good increased emphasis on developing pupils' problem solving skills. The overall provision for pupils with SEN is very good. Teaching assistants are very effective at all stages of lessons. Most teachers challenge all pupils to answer questions, and ensure that girls and boys achieve equally well.

55. Teaching and learning in mathematics are predominantly good. Teachers in each year group plan their lessons very well and have a good understanding of what they want pupils to learn. Most teachers structure their lessons well so that a good pace to learning is maintained. In the best lessons, all pupils benefit from a high proportion of direct teaching at all stages of the lesson. This helps pupils gain an in-depth knowledge and good understanding of the concepts being taught. Occasionally, in lessons that are otherwise satisfactory, the pace of learning slows after a stimulating mental session, because teachers give explanations that are too lengthy. Also, very occasionally, pupils sit for too long on the carpet and consequently a significant number lose concentration. However, most pupils find tasks to be stimulating and interesting. This motivates them and they respond by working hard and showing good levels of enjoyment. The very good relationships established by adults within their classes, and their positive use of praise, encourage pupils to succeed. The school has correctly identified the need to provide more challenging work for higher attaining pupils in Year 2 so that they can achieve as well as they are able. Teachers throughout the school regularly mark pupils' work and make good written comments to show pupils how they can improve.

56. Recent improvements in ICT have given pupils opportunities to develop their data handling skills in meaningful ways across the curriculum. Homework is used well to consolidate pupils' learning and to provide opportunities for independent learning.

Mathematics across the curriculum

57. Pupils are given good opportunities to use mathematics in other subjects and consequently to develop an appreciation of the practical uses of the subject. Good examples were seen of pupils applying their data handling skills in science and geography, and their measuring skills in design and technology. Older pupils have good opportunities to work with spreadsheets as part of their ICT work.

SCIENCE

Provision in science is **good** and has strengthened further since the last inspection.

Main strengths and weaknesses

- Pupils achieve well throughout the school and reach above average standards by the end of Year 6.
- Teaching is good and pupils are given a good range of scientific experiences.
- Good emphasis is placed upon pupils learning through practical scientific enquiry.
- Assessment procedures are very good.

Commentary

58. All pupils achieve well in science, reaching average standards in Year 2 and above average standards in Year 6. By Year 2, pupils know, for example, about how different animals live, understand the basic principles of animal and plant life cycles, and gain an initial understanding about how forces and electrical circuits work. By Year 6, their experiences have significantly expanded and their work shows in-depth knowledge and understanding. This includes, for example, such topics as reversible and irreversible reactions, how micro-organisms develop, how forces react on objects in air compared to in water, and how different mixtures can be separated through processes such as filtration or sieving.

59. The good knowledge that pupils gain by Year 6 is founded on a basis of carrying out a wide range of practical investigation as they move through the school. In Years 1 and 2, teachers work hard to help pupils become accustomed to recording and tabulating the results of their investigations. By Year 6, pupils know the importance of applying the principles of fair testing and are adept at making predictions, stating clearly what they find out and drawing conclusions as to why things happened as they did.

60. There is a good focus within the science curriculum on healthy living, with pupils across the school gaining a clear understanding of the benefits of proper diet and exercise. By Year 6, this knowledge covers a detailed understanding, for instance of the different food groups and how these should be balanced within a healthy eating regime.

61. Teaching is good across the school. Scrutiny of work shows that much trouble is generally taken to help pupils lay out their work carefully. Work is well prepared and planned at all times to ensure pupils have a chance to gain a full and detailed knowledge of different concepts. Teachers make good efforts to match work carefully to the needs of the different ability groups. For example, in a Year 5 science lesson, while higher attaining pupils researched the solar system with book sources and a computer simulation, lower attaining pupils had the chance to discuss and present their ideas through speech and drama activities.

62. Teachers make full use of the very good range of assessment information to organise and refine their planning. Very good analysis of this information by the co-ordinator helps teachers to provide precisely targeted teaching to any areas of weakness identified.

63. The subject is very well led and managed. The co-ordinator maintains a full understanding of standards and the quality of work across the school through careful monitoring of lessons, work, planning, and outcomes of assessment. She makes very good use of the information she gains in this way, helping colleagues to adapt and refine planning to match the needs of the pupils more closely. For example, she has recently reorganised and made adjustments to where certain topics are to be taught within the curriculum planning to improve the quality of provision for the pupils. She has ensured that the subject has a good range of resources, and has rightly identified that although some good use is made of ICT this aspect of teaching needs to be expanded and used in a more consistent manner across the school.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for ICT is **good** and has improved significantly since the last inspection.

Main strengths and weaknesses

- Teaching is good.
- There have been significant improvements in resources.
- Good leadership and management have enabled a good rate of improvement.

- The school's ICT teaching assistant/technician works very effectively to support teachers and pupils.

Commentary

64. As at the time of the last inspection, pupils reach average standards in Years 2 and 6 and they achieve well as they move through the school. The current good teaching, resources and support place the school in a strong position to improve standards, with, for example, above average standards already achieved in Years 3 and 4.

65. Teachers show confidence and good subject knowledge. In the lessons observed, the quality of teaching ranged from satisfactory to very good, and was good overall in both the infant and junior classes. Teachers make learning intentions and expectations of behaviour very clear and, as a result, pupils work with very good attitudes and learn at a good pace. The full-time teaching assistant/technician ensures that when classes arrive in the ICT suite, computers are already set up so that the lesson can begin immediately. During the lessons, she supports both the teachers and the pupils very effectively. Her work helps the lessons to run very efficiently so that pupils maintain their concentration and enthusiasm.

66. The leadership and management of the subject are good. The co-ordinator has overseen the wide-ranging improvements made to resources, and along with the headteacher has provided comprehensive training to boost teachers' skills. There are good systems in place for assessment.

Information and communication technology across the curriculum

67. As a direct result of the good quality training they have received, teachers now use ICT effectively to support learning in other curriculum areas. Planning for the use of ICT is good. Pupils confidently use computers to research for information in history, geography and art projects, to present their work in English, and to practise their mathematics skills.

HUMANITIES

Work in history and geography was sampled during the inspection. Not enough lessons were seen to enable an overall judgement on provision to be made in these subjects.

68. No lessons in **geography** were observed, so no judgements are made on the quality of teaching or standards attained. Discussions with staff and pupils, as well as an analysis of completed work and work on display, show that the subject is conscientiously taught and that the curriculum is very well enriched by visits to the locality. By the end of Year 2, pupils have sound understanding of local and national maps and routes, and they compare features of different environments as they follow the travels of Barnaby Bear. By the end of Year 6, pupils carry out appropriate work studying rivers, mountains and maps of different scales. They consider land use and how people can improve or damage the environment. In this respect, the subject makes a good contribution to pupils' social development and their sense of citizenship. African and Mexican Days enrich the curriculum and give pupils an understanding of different peoples and their cultures.

69. In **history**, two lessons were seen. Evidence from these lessons, discussions with staff and pupils, analysis of pupils' work, portfolios, and photographic evidence indicate that teaching and learning are good and that standards are above those expected for pupils at the end of Year 6. These good standards have been well maintained since the last inspection. Teachers make the subject interesting for their pupils by arranging a wide range of visits and visitors. Trips to places of historical interest such as Crownhill Fort, Coldharbour Mill, local museums and Buckland Abbey, as well as Tudor visitors, Victorian days and Evacuee days, are very well used to promote pupils' interest and to enrich their experiences. In this way, the subject makes a very strong contribution to pupils' spiritual, social and cultural development. Year 6 pupils tell how much they enjoy their current topic on World War II, and they were seen actively researching the effects of air raids on Plymouth

and discussing why strategic places, such as the dockyards, were selected for bombing by the enemy. In this lesson, pupils with SEN and physical disabilities were fully included because of the very high level of support they received. By the end of Year 2, pupils distinguish between aspects of past lives and their own, showing an increasing sense of chronology. By the end of Year 6, as seen in their current topic, many pupils link cause and effect of events and changes and explain them and their results.

70. In both geography and history, ICT is used well to engage pupils' interest and to encourage research. Pupils learn much from watching well-chosen videos and by using the Internet to find information. Digital cameras are used effectively to record visits and topic days, and photographs are very well displayed by teachers to record and celebrate pupils' achievements. Pupils are given good opportunities to write, usually on worksheets, and some very good work was seen on display.

71. Both subjects are very well led. The co-ordinators are conscientious in giving good advice to teachers on how to make the subjects interesting and in maintaining attractive portfolios of annotated work to give teachers an understanding of the levels at which pupils are working.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- The overall quality of teaching is good and pupils achieve well.
- Pupils with SEN are very well supported.
- The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development.

Commentary

72. Standards of attainment are in line with the expectations of the agreed syllabus at the end of Year 2 and Year 6. These satisfactory standards have been well maintained since the last inspection. The overall quality of teaching and learning is good and teachers feel well supported by the local agreed syllabus. The very good relationships teachers have established within their classes give all pupils, including those with SEN, the confidence to join in discussions and to ask and answer questions. A good example of this was seen in a Year 4 lesson, where pupils were studying the creation story as told in the Bible. Pupils showed their high level of interest by asking thoughtful questions such as 'How can we be sure God created the world?' ... 'How did the people who wrote the Bible know about all this?' and 'Why do people not continue to add to the Bible, telling what is going on in the world today?' The class teacher either answered the questions very sensitively or challenged other pupils to do so.

73. As a result of teachers' understanding of the importance of teaching *through* religion as well as *about* religion, pupils link their learning to everyday life. They know, for example, that special books such as the Qu'ran, the Torah and the Bible set rules for living and that different religions share common features, such as caring for each other and the environment. They are also given opportunities to understand and share in festive experiences from a variety of cultures and traditions, such as Harvest, Lent and other Christian festivals, as well as Diwali, Ramadan and Hanukkah. Pupils gain a sound understanding of the nature of religious belief and describe the importance of prayer to people of different religious communities. Good use is made of visits to churches and synagogues, to stimulate pupils' interest further. Visits by people of different faiths and cultures, such as a Hindu and African group as well as the local vicar, are also used effectively to support pupils' learning as well as their social and cultural development. Well-presented portfolios of pupils'

work, annotated by the co-ordinator, are maintained so that teachers can gauge the levels at which pupils are working.

74. The subject is well led and managed. The co-ordinator closely monitors teachers' plans and pupils' work to ensure that the curriculum is covered in full. She has organised artefacts and other resources so that they are readily available to teachers.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Only two lessons were seen in art and design and no lessons were observed in design and technology or music. Not enough evidence was therefore collected to enable secure judgements about provision to be made in these subjects.

75. **Art and design** contributes well to pupils' creative, aesthetic and practical skills. The wide range of work on display throughout the school shows that art and design is valued highly and that pupils have many rich experiences with which to improve their styles and techniques. The local area and local artists are used well to promote learning and both are evident in pupils' work. Some good examples of this are the good sketches in Year 4 of the local Guildhall, showing good use of line and shading. Similarly, sketches produced by Year 3, in the style of a famous artist, show evidence of good observational skills. The annual arts week provides good opportunities for pupils of all ages to work with real artists, developing particular themes. Recent work with a group of puppeteers resulted in good exploration of shadow puppets and contributed successfully to pupils' language skills. Three-dimensional art has a very high focus, enabling pupils of all abilities to succeed at their own level. A good example of this was seen in Year 6, where pupils with visual and hearing difficulties achieved very well as they sketched a three-dimensional display through a viewfinder.

76. **Design and technology** has good links with art and design, as well as with humanities and ICT. The good school portfolio shows that a varied, broad and balanced range of activities is provided, including well focused practical tasks. These help pupils to improve their designing and making skills. Pupils make realistic plans and use their literacy skills well as they label their sketches and evaluate their outcomes.

77. **Music** was not a focus of the inspection, but evidence suggests that there is a good and varied range of activities that contribute well to pupils' spiritual, moral, social and cultural development. Music provides well for the development of pupils' creative and aesthetic skills. It has a high focus in assemblies, where pupils sing well, in tune and with enthusiasm. Good enrichment is evident through the many extra-curricular opportunities. Annual performances and singing in the community contribute very well to pupils' achievements.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- Pupils achieve well in all forms of physical activity and attain good standards.
- There is excellent provision for pupils to participate in extra-curricular sports activities.
- Leadership is very good.

Commentary

78. Pupils achieve well in physical education, and at times their achievement is very good. This is due to good teaching, the very good range of activities, and the high quality extra-curricular clubs. In

Years 1 and 2, pupils achieve standards above those expected. They work hard and show high levels of enjoyment. Pupils in Year 1, for example, benefited from the very good role model set by the teacher as they practised and improved their rolling techniques in gymnastics. They gradually improved their style and skills as they emulated the teacher's example. Older pupils also achieve well, so that by the end of Year 6 they are on track to exceed the nationally expected levels.

79. The outstanding range of opportunities for pupils to take part in extra-curricular sports activities is a major strength of the school and enables pupils to pit their skills against other schools in many different types of sport. Pupils at the school do well in local sporting events, such as athletics.

80. Leadership of physical education is very good. Sports activities are very well organised and there is a clear overview of provision, which is often innovative. For example, Year 4 pupils have a three-week module of swimming, when they swim every day for three weeks. At the end of this almost all can swim, and standards are good overall by the end of Year 6. The good training opportunities for staff ensure that their own skills are also extended.

PERSONAL, SOCIAL AND HEALTH EDUCATION

81. No lessons were observed in PSHE, so no overall judgement is made about provision. However, there are strong indications of very good practice from discussions with staff and observations of lessons in other curriculum areas. The school promotes pupils' understanding about healthy living very effectively through the curriculum, particularly through science, and through encouraging pupils to eat healthy snacks at break times. Promotion of pupils' personal and social skills is given a high profile throughout the school, which makes good efforts to seek pupils' views and to discuss any areas that they feel are problematic for them. Issues related to pupils' moral and social development are very well planned for and addressed in assemblies.

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	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	3
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	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	2
Pupils' care, welfare, health and safety	2
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	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

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