

# INSPECTION REPORT

## **NEWTON ST CYRES PRIMARY SCHOOL**

Exeter

LEA area: Devon

Unique reference number: 113104

Headteacher: Mrs Heather Perry

Lead inspector: Stephen Dennett

Dates of inspection: 13 – 16 September 2004

Inspection number: 267392

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	5 - 11
Gender of pupils:	Mixed
Number on roll:	85
School address:	Newton St Cyres Exeter Devon
Post Code:	EX5 5DD
Telephone number:	01392 851267
Fax number:	01392 851267
Appropriate authority:	Governing Body
Name of chair of governors:	Liz Kingdom

Date of previous inspection: 26 April 1999

## CHARACTERISTICS OF THE SCHOOL

Newton St Cyres Primary School is a community school serving the village of Newton St Cyres and the surrounding communities. It provides full-time education for 85 pupils aged four to eleven. At the time of the inspection only two children were under five years of age. The school is popular locally and its roll has risen since the last inspection. Nearly all the pupils are from a white British background, although a few pupils are of mixed race origin. No pupils speak English as an additional language. The number of pupils eligible for free school meals is below the national average, although it has risen recently. The social and economic circumstances of pupils are neither advantaged nor disadvantaged. Only four pupils have been identified as having special educational needs at present and this figure is below the national average. There are no pupils attending the school who have statements of special educational needs. This is again below average. Pupils have been identified as having moderate learning difficulties, speech and communications problems and behavioural difficulties. The school has very small groups entering each year, although significant numbers join in Year 3 and Year 4. As a result, inward pupil mobility is above average. The composition of year groups varies considerably but, overall, pupils' attainment on entry to the school is broadly average. The school is rightly concerned about the lack of suitable parking for parents on the school site and has participated successfully in a 'walking bus' scheme since February 2004. The school is

also participating in the Healthy Schools scheme and Investors in People. In 2000 and 2001 the school received Achievement Awards for the good progress pupils made in Years 3 to 6.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
13712	Stephen Dennett	Lead inspector	Mathematics Science Information and communication technology (ICT) Art and design Design and technology Physical education (PE)
31729	Bernard Harrington	Lay inspector	
18498	Denise Morris	Team inspector	English Religious education (RE) Geography History Music Foundation Stage Special Educational Needs

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a **very effective** school which has made a very good level of improvement since its last inspection. It is very well led and managed. The headteacher has an excellent educational vision and has built a very effective team around her. The school provides **good** value for money.

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

- The use of information and communication technology and pupils' literacy skills in subjects across the curriculum are both very good.
- Pupils' achievement in mathematics in Years 1 and 2 is very good.
- Relationships throughout the school are very good.
- Teachers' planning is very effective and they use very good teaching methods.
- The enrichment of the curriculum is very good.
- There are very good links with parents, the community and other educational institutions.
- Pupils are very well cared for.

The school has made a **very good** level of improvement since the last inspection. There has been a very good improvement in the provision for more able pupils and they are now achieving well. All the issues relating to pupils with emotional and behavioural problems have been dealt with very well. The curriculum for pupils in Years 3 to 6 has been significantly improved and now includes many suitable opportunities for pupils to write at length. Standards of handwriting have also improved. All the matters relating to health and safety have been dealt with effectively.

### STANDARDS ACHIEVED

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

*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' standards of achievement are **good**. Early results from the 2004 national tests indicate that standards in reading and mathematics in Years 1 and 2 were very high and that in writing they were above average. In Years 3 to 6 in 2004, standards were very high in English and science, and average in mathematics. As the number of pupils taking the test is small, results tend to vary considerably, depending on the composition of the year group. Children generally enter school with levels of attainment which are close to the national average. They make good progress at the Foundation Stage and enter Year 1 with standards which are generally in line



with the Early Learning Goals<sup>1</sup> for children of this age, except in their knowledge and understanding of the world, their physical development and creative development, where the majority of pupils are likely to exceed the Early Learning Goals. The inspection judges that standards by the end of Year 2 are above average in English, mathematics and science. Standards are above expectations in information and communications technology (ICT), art and design, design and technology, music and physical education (PE). Pupils' achievement by Year 2 is good. Pupils continue to make good progress and by the end of Year 6, standards are above average in English, mathematics and science. Standards are above those expected nationally in ICT, art and design, design and technology and PE. Pupils' levels of achievement by Year 6 are good. In religious education (RE) standards are in line with those expected in the locally agreed syllabus at both key stages. The achievement of pupils with special educational needs is good throughout the school.

Provision for pupils' spiritual, moral, social and cultural development is **good**. Pupils' attitudes to school are **good**. Behaviour in lessons and around the school is **good**. Relationships are very good throughout the school. Attendance is **very good**.

## QUALITY OF EDUCATION

The quality of education provided by the school is **good**.

Teaching and learning are both **good**. Planning is very good and teachers use very effective teaching methods. Pupils demonstrate good levels of concentration and this has a positive effect on the progress they make. Systems for assessment are very good at the Foundation Stage and in English and mathematics. Assessment is good overall. The information gathered is used effectively to adjust planning and set targets for further improvement. Very good use is made of ICT to support learning in most subjects and pupils make very good use of their literacy skills in many subjects.

The curriculum meets the needs of pupils well. The school provides many very good opportunities for enriching the high-quality curriculum. Staffing levels are good and have a positive effect on the progress pupils make. The accommodation is good. The school has very good procedures for pupils' care, welfare, health and safety. Pupils are very well looked after and the arrangements for the induction of the youngest children are excellent. The involvement of pupils in the development and work of the school is very good. Links with parents are very good and parents play an active part in the life of the school. The school provides very good quality information, which is appreciated by all concerned. Links with the community are also very good. There are excellent links with other educational institutions, including the University of Plymouth (Rolle College).

## LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **very good**. The leadership of the school by the headteacher is **very good** and management is **very good**. The headteacher provides an excellent educational direction to the work of the school and is well supported by the staff. The

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<sup>1</sup> Early Learning Goals are expectations for most children to reach by the end of the Foundation Stage. They refer mainly to achievements children make in connection with communication, language and literacy; mathematical development; and personal, social and emotional development; knowledge and understanding of the world; physical and creative development.

governance of the school is good and all statutory requirements are met. Subject co-ordinators make a good contribution to the management of the school, and this is having a positive effect on pupils' learning. There is a sharp focus on raising standards and improving provision. Financial management is very good and funds are managed efficiently. There are very good systems for routine administration.

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

Parents have very positive views of all aspects of the school. Responses to the inspection questionnaire were overwhelmingly supportive of the school.

Pupils are also very positive about the school. Pupils expressly enjoy using the school swimming pool and attending the residential course at the Beacon Centre in Lynton.

## **IMPROVEMENTS NEEDED**

In order to improve further, the school needs to implement the targets set within the school's own school improvement plan.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Standards are **above average**. Pupils' levels of achievement are **good**.

#### Main strengths and weaknesses

- Pupils' achievement in mathematics is very good in Years 1 and 2.
- Pupils' competence in ICT is very good.

#### Commentary

1. Children enter the Foundation Stage with levels of attainment that are generally average, although this varies from year to year. At present they are achieving well, as they make good progress in their learning. Most children are likely to achieve the Early Learning Goals in literacy, numeracy and their social development by the time they enter Year 1. They are likely to exceed the Early Learning Goals in their knowledge and understanding of the world, and their physical and creative development.
2. In the 2003 national tests at the end of Year 2, results were well above average in reading and writing and above average in mathematics. They were above those found in similar schools in reading and writing, but average in mathematics. In reading and writing, the proportion of pupils achieving the higher Level 3 was above average. The proportion of pupils achieving the higher Level 3 in mathematics was below average. According to teachers' assessments at the end of Year 2, standards in science were very high.

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

Standards in:	School results	National results
reading	17.2 (17.1)	15.7 (15.8)
writing	15.9 (15.0)	14.6 (14.4)
mathematics	17.2 (17.4)	16.3 (16.5)

*There were 11 pupils in the year group. Figures in brackets are for the previous year.*

3. Results in English, mathematics and science were well above the national average in the 2003 national tests at the end of Year 6. In English and mathematics, results were above average when compared with pupils' prior attainment at the end of Year 2. In science, results were well above average compared with pupils' prior attainment at the end of Year 2. In English, the proportion of pupils gaining the higher Level 5 was above average. In mathematics and science, the proportion of pupils gaining the higher Level 5 was well above average. Standards in all three core subjects were above average. The school's

improvement in test results is above the national trend. Inspection evidence tends to support these good test results. It should be noted that as year groups are small, there are significant variations in results from year to year which makes detailed statistical analysis unreliable.

<b>Standards in national tests at the end of Year 6 – average point scores in 2003</b>		
Standards in:	School results	National results
English	29.0 (27.0)	26.8 (27.0)
mathematics	29.0 (26.5)	26.8 (26.7)
science	31.0 (27.5)	28.6 (28.3)
<i>There were 12 pupils in the year group. Figures in brackets are for the previous year.</i>		

4. Early results from the 2004 national tests indicate that standards in reading and mathematics in Years 1 and 2 were very high. Standards in writing were above average. Teacher assessments in science indicate that standards were very high in this subject. In Years 3 to 6, standards were again very high in English and science, and average in mathematics.
5. The inspection judges that standards in English are currently above average at the end of both Year 2 and Year 6. Pupils enter Year 1 with average literacy skills and make good progress in their learning at both key stages. As a result, pupils' achievement is good in the subject. Most pupils have well-developed speaking and reading skills. Standards in reading and writing are also above average. Pupils make very good use of their literacy skills in subjects across the curriculum.
6. Standards in mathematics are currently above average at the end of Year 2 and Year 6. Pupils' achievement is good and very good in Years 1 and 2, where pupils are making very good progress in their learning. Standards in mental arithmetic are good throughout the school. Pupils make good use of their mathematical skills in other subjects, especially in science.
7. In science, standards are currently above expectations at the end of Year 2 and pupils' achievement is good. Standards at the end of Year 6 are above average and pupils have well-developed investigative skills. Pupils' achievement is good, and this is supported by the good progress they make between the end of Year 2 and the end of Year 6.
8. Standards are above expectations in ICT, art and design, design and technology, music and physical education. Pupils' achievement by Year 2 is good. Pupils continue to make good progress and by the end of Year 6, standards are above average in English, mathematics and science. Standards are above expectations in ICT, art and design, design and technology and physical education. Pupils' levels of achievement by Year 6 are good. Standards in religious education are in line with those expected by the locally agreed syllabus at both key stages. Pupils' levels of competence in ICT are very good and they use their skills very effectively to support their learning in subjects across the curriculum.
9. Pupils with special educational needs make good progress towards achieving their targets. This is due, in part, to the high quality support provided by teaching assistants, as well as well-focused individual education plans.

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

Pupils' attitudes, behaviour and personal development are **good**. Attendance is **very good**.

### **Main strengths and weaknesses**

- Relationships in the school are very good.
- Pupils have high levels of self-esteem and confidence.
- The behaviour of pupils in Years 1 and 2 is very good.

### **Commentary**

10. Pupils' attitudes to school are positive and they enjoy all the activities that the school provides. Relationships are very good and pupils work well together in and around the school. They show good levels of interest in school life. This was exemplified during the inspection by pupils' eagerness to share their experiences and talk about their work. Their positive attitudes lead to good behaviour and helpful, polite attention in class. Behaviour in Years 1 and 2 is very good.
11. Pupils have high levels of self-esteem and confidence. They enjoy sharing their achievements and are proud of their work. They often stand up in class and report on what they have been doing. They take messages readily and with responsibility from the earliest years. Because they are treated with respect and kindness by adults, they offer to help and were frequently seen tidying up classrooms and giving out resources.
12. There is a strong commitment in the school to the community. Pupils value people from all walks of life. They were keen to talk about older visitors who had talked to them about their own lives, and they have benefited from a wide range of visitors, such as the postman, the vicar and local trades people, talking about their work. This has led to pupils having a sense of responsibility and pride in their own environment.
13. Pupils' personal development is good overall. Pupils' spiritual development and cultural development is good and their moral and social development is very good. Art makes a valuable contribution to personal development, both cultural and spiritual. A good contribution to personal development is made through science and the healthy eating initiative. Pupils were very skilled at identifying which foods were good for you and which were '*not as good*' during lunchtimes.

### **Attendance & punctuality**

14. Attendance is very good with no unauthorised absence. The rate of attendance for last year was 96.2 per cent which is well above the national average. This very good rate of attendance has been maintained over a number of years. All absences have been authorised and there has been an extremely small number of instances of lateness.

<b><i>Attendance in the latest complete reporting year (%)</i></b>

Authorised absence		Unauthorised absence	
School data:	3.8	School data:	0.0
National data:	5.4	National data:	0.4
<i>The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.</i>			

## Exclusions

15. There were no exclusions in the previous academic year.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **good**. Teaching and learning are **good**. The curriculum is **good** and opportunities for enrichment are **very good**. Pupils are supported and guided **very well**. There are **very good** links with parents, the community and other schools.

### Teaching and learning

The quality of teaching is **good**. The quality of pupils' learning is also **good**. Assessment is **good**.

### Main strengths and weaknesses

- Teachers' planning is very effective.
- Teachers use very effective teaching methods.
- Very good use is made of teaching assistants and they make a significant and positive contribution to pupils' learning.
- Teachers are very good at promoting equality of opportunity in all the school's activities.

## Commentary

### **Summary of teaching observed during the inspection in 37 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (5%)	10 (27%)	24 (65%)	1 (3%)	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.*

16. Teaching and learning at the Foundation Stage are good. The teacher has a good command of the areas of learning for children and uses this knowledge effectively to ensure that children make good progress in their acquisition of key skills. Planning and

assessment are very good and this ensures that learning tasks are well matched to children's needs. The teacher encourages children to do their best and provide a wide range of interesting activities. As a result, children apply themselves enthusiastically to their work.

17. The quality of teaching and learning at both Key Stage 1 and Key Stage 2 is good. The teaching of English is good throughout the school and mathematics is taught very well in Years 1 and 2. Planning is very effective and clearly identifies what pupils need to learn in each lesson. As teachers share this information with pupils, the majority have a good grasp of what they need to do to improve their work. Teachers have secure subject knowledge and make effective use of questioning to ensure that pupils make good progress in their acquisition of knowledge, understanding and key skills. The teaching methods used are imaginative and quickly engage pupils' attention and interest. Very effective use is made of teaching assistants throughout the school. They work effectively with individual pupils and small groups. The high-quality support given by teaching assistants makes a significant and positive contribution to pupils' learning.
18. Pupils' levels of concentration in most lessons are good. Teachers are constantly challenging pupils to do their best and provide the most able with stimulating extension work. Pupils work together well and encourage each other with positive comments. They also work well independently and are developing good research skills. All teachers take very effective steps to ensure that all pupils, including those with special educational needs, have full access to the curriculum.
19. Teachers make good provision for pupils with special educational needs. Targets are specific and are regularly checked to ensure that pupils are making progress. Teaching assistants are used very effectively to make sure pupils with special educational needs are fully included in lessons.
20. Assessment procedures are good overall. In English and mathematics, they are very good. Comprehensive assessments are made throughout the year, accurately identifying pupils' attainment. Teachers use the information to set challenging targets for future standards and to monitor pupils' progress. The assessments are also used to effectively identify which skills need more attention, and adjustments are made to future planning. Results from tests in English and mathematics are recorded and are monitored to track how much progress each individual pupil is making and to identify any underachievement. Pupils in need of further support are identified and effective strategies for their support are implemented.
21. Pupils are encouraged to evaluate their work and from an early age pupils are asked how well they think they have worked in the lesson and how well they have understood their activities. Teachers' daily monitoring of pupils' work ensures that activities in future lessons are well matched to pupils' needs so they build on what they already know and can do. Pupils' work is regularly marked, and comments celebrate pupils' hard work and success. Comments from the teacher also explain errors and set targets for better work. The effective use of assessment is enabling teachers to provide better levels of challenge than at the previous inspection and pupils consequently are achieving well.



## The Curriculum

Provision for the curriculum is **good**. Opportunities to enrich the curriculum are **very good**.

### Main strengths and weaknesses

- The school is very inclusive and provides very good equality of opportunities.
- ICT is particularly strong, leading to good achievement across the school.
- Support for learning outside the school day is very good.
- Enrichment through sport and the arts is very good.

### Commentary

22. The curriculum provided by the school is good. It is broad, balanced and relevant and provides well for all its pupils. There is a very good emphasis on the expressive arts<sup>2</sup>. The curriculum is particularly well planned and good links are made between different subjects to create a 'cross-curricular' approach to pupils' learning. Learning objectives<sup>3</sup> are clearly focused and are well linked to pupils' ages and abilities. The core curriculum of English, mathematics and science is particularly strong and has resulted in rising standards in all of these subjects in the past few years. The curriculum fully meets the requirements for all National Curriculum subjects and for religious education. ICT and design and technology have improved significantly since last inspection.
23. The school is very inclusive. All pupils have equal opportunities and every effort is made to ensure that pupils of all abilities achieve as well as possible. Pupils with special needs and those who are gifted or talented have good planned additional activities that ensure they meet their potential.
24. Provision for ICT is particularly strong. The new ICT suite is a major strength and it was very well used during the inspection for a wide range of subjects. The very good curriculum support that the school is currently receiving in this area, from the local Academic Council, is helping to improve teachers' skills, enriching the curriculum and raising standards.
25. Support for learning outside the school day is very good. A wide range of clubs, particularly for sports, is well attended and pupils are very enthusiastic about their links with other schools in this area. Regular matches take place with local schools that help to improve pupils' physical development. Arts activities include visits to local theatres to see plays, ballet and musical performances. Local theatre groups visit the school regularly. Pupils have worked with a range of artists and craftspeople and the many exhibits of pupils' work around the school show how fully involved the community is with the school. Annual productions are a great favourite with the whole village, and pupils talk about past

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<sup>2</sup> Expressive Arts: music, drama, dance, art and design.

<sup>3</sup> Learning Objectives: what pupils have to learn in a particular lesson.

experiences with enthusiasm. The healthy schools initiative is proving to be very successful in raising awareness of a healthy lifestyle.

26. The school is well staffed by suitably qualified teachers. There are good systems for ensuring that staff are deployed effectively and good use is made of individual expertise, for example in art and design. Classroom assistants make a very significant positive contribution to pupils' learning.
27. The school accommodation is good. Learning resources are of good quality and quantity and meet the demands of the curriculum. The school premises, which include a hall, are in good condition. Classrooms, which are light and airy, are augmented by very well-devised outdoor areas. Some of these areas provide a natural forum for outdoor classrooms. A woven wicker area contains a number of arbours and a wattle and daub hut with a thatched roof. The millennium garden, designed by the pupils, provides them with opportunities to take responsibility for the welfare of the plants and to enjoy the garden from one of the many benches.
28. Although the playground is rather small, good use is made of the school playing field during fine weather. The outdoor swimming pool enables swimming lessons on-site during the summer term and is very popular with pupils of all ages. The premises are regularly reviewed for suitability and plans are in place for the development of facilities for pupils with physical disabilities. Learning resources are generally good. The school library, however, is small with too few books of appropriate quality. The ICT suite is very well equipped and there is very good quality play equipment for children in the Foundation Stage.

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

Pupils are **very well** cared for and are provided with **very good** support and guidance. They are **very effectively** involved in the work of the school from an early age.

### **Main strengths and weaknesses**

- Pupils' care, welfare, health and safety are very good.
- Provision of support, advice and guidance is very good.
- The involvement of pupils is very good.

### **Commentary**

29. Procedures for ensuring pupils' care, welfare, health and safety are very good. The headteacher has been named to deal with any issues of child protection that may arise and has received appropriate training for this role. Other members of staff are familiar with the policy and guidelines for child protection. Teachers, classroom support assistants and mealtime assistants have been trained in first-aid. There is a first-aid kit in each building and a member of staff has been appointed to monitor and maintain the contents.

30. The headteacher and the staff health and safety officer conduct risk assessments of the premises which are confirmed by two governors prior to the information being presented to the governing body. Potential hazards of a significant nature are effectively addressed through the school's improvement plan.
31. The high expectations of the school have successfully removed the need for a behaviour incident book and there have been no recent racial incidents. The headteacher closely monitors pupils whose behaviour or application may be causing concern. Parents are particularly pleased with the self-esteem and social skills' development of their children. The school has recently undertaken a health initiative resulting in the 'Healthy Schools Award'.
32. The school makes very good provision for seeking pupils' views. Pupils' views are routinely sought by the headteacher, the governing body and class teachers through assemblies, tutorials, personal, social and health education (PSHE) lessons and surveys. Candidates for vacant teaching posts received correspondence from pupils who present their expectations. From these letters candidates are expected to offer academic guidance for improvement. Pupils are asked to show candidates around the school and to present to the governing body oral and written reports on the demeanour of the candidates and the sample lessons presented.
33. Pre-school visits by members of staff ease the induction of young children and their parents into school routines. A playgroup uses the hall for four days each week. These children also visit the reception class regularly and share in the activities. In this way there is an ease of transfer of playgroup children to Reception as they have gained familiarity with the staff and buildings and are aware of the teacher's expectations. They are further supported by the play leader who is also a teaching assistant in the Reception class.

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

The school has **very good** links with parents and keeps them well informed about school events. There are **very good** links with other schools and **very good** links with the community.

### **Main strengths and weaknesses**

- Parents and pupils are very supportive of the headteacher and her staff.
- The school has a very high level of involvement with the community.
- Links with the high school, to which most pupils transfer, are excellent.

### **Commentary**

34. Parents receive good quality information about the school through letters, the school prospectus and the governors' annual report to parents. The latter is presented in a newsletter style which blends formal and informal information in a friendly document. Regular headteacher reports in the '*Newton Wonder*' magazine keep the community informed of current initiatives and provide information about school life for a wider audience. Staff make themselves available to parents at the beginning and end of the

day and, despite a teaching commitment, the headteacher maintains an open-door policy for parent interviews.

35. Annual progress reports provide parents with useful information about their children's achievements and personal demeanour. Parents' responses to school surveys are very positive and all parents attend consultation evenings. Parental support for the school has been consistently high over recent years and the school enjoys a good reputation throughout the district. Many parents involve themselves in the life of the school by helping in classrooms, sharing their skills with pupils, and in organising the walking buses which provide a safe journey home for the very large number of pupils who participate. Parents make a significant contribution to their children's learning at school and at home through ensuring a good level of attendance, and through the financial and social support that they provide through FANS, the friends association. The friends' association organises social, family and fund-raising events throughout the year.
36. The school has well-established links with the Raddon Team Ministry who are regular visitors to school and present Christian assemblies most weeks. The gifts presented at the harvest festival are distributed within the community. Pupils present a carol service in church during which a collection is taken for the school's nominated charity. With their parents and the church choir, pupils sing carols around the village and in the village hall. Letters of thanks from village residents demonstrate the benefits enjoyed by the community during these celebrations.
37. Pupils enjoy a broad range of educational visits, and visitors to school have presented theatrical performances and shared their work experiences with pupils. A number of pupils, with their parents and teachers, visited their twin town in France this year to celebrate the anniversary of the Normandy Landings.
38. Very good links have been established with other schools in the area. Three sporting events each year allow pupils to meet and share experiences with their peers. Teachers from the secondary school to which most pupils transfer work in school and enhance the school's provision of modern foreign languages, ICT, science and design technology. The school is part of an active 'Academic Council' through which local schools meet together at many levels for support and learning initiatives. The headteacher co-ordinates the annual academic council conference where national speakers provide in-service training for all staff across the primary and secondary sectors. There are excellent transfer arrangements in place for those pupils transferring to the secondary school. These include visits to the school by teachers involved in bridging projects, the co-ordinator for special educational needs, and the head of Year 7.
39. The school has an excellent partnership with the University of Plymouth and accepts at least one trainee teacher each term. Two members of staff have been trained as mentors for these visitors and have experience in mentoring newly qualified teachers in school. The school welcomes pupils from the high school who are undertaking work experience and occasionally receives students from a local college who are studying on childcare courses.

## **LEADERSHIP AND MANAGEMENT**

The governance of the school is **good**. Leadership by the headteacher is **very good**. The leadership of other key staff is **very good**. Management is **very good**.

### **Main strengths and weaknesses**

- The headteacher has excellent clarity of vision and high aspirations.
- Strategic planning reflects the school's ambitions very well.
- Monitoring of performance data is very good and is helping to raise standards.
- The contribution that the school makes to initial teacher training is excellent.

### **Commentary**

40. The leadership of the school by the headteacher is very good and she is effectively supported by the governing body and by school staff. Many new initiatives have taken place in the past few years, and there is an excellent vision for the future. The headteacher's high aspirations have resulted in very good procedures for the recruitment of new staff, and high quality performance management and training of current staff. This has led to very well qualified and experienced staff who work hard to meet the school's ambitions.
41. The strategic plan is a very good document for improvement. It is a corporate plan in which the whole school community believes. Consequently, they are all working towards the same goals of raising standards and providing high quality education for all the pupils. Targets for improvement are identified accurately and effective action is taken to ensure that these targets are met. This has resulted in a very good level of improvement since the last inspection.
42. Monitoring of performance data is particularly strong. Pupils' achievements are tracked from the earliest years so that any difficulties are quickly dealt with. A good range of strategies has been implemented to support pupils with special needs, as well as those who are gifted or talented. Because of this, pupils are able to meet their potential. The careful monitoring and analysis of how well each pupil is doing is helping standards to rise, particularly in the core subjects of English, mathematics and science.
43. Governors have a clear understanding of the strengths and weaknesses of the school and make a major contribution to the school's work through the committee structure of the governing body and their own personal support. The governors are committed to improving provision and standards. Because of this, finance has been carefully managed to secure sufficient funds to create a new room that will particularly benefit pupils with special educational needs. Day-to-day financial control and administration are very good. There are good systems in place to ensure that the school gets the best value for the money it spends. For example, the investment in maintaining good staffing levels has resulted in pupils making good progress in their learning.
44. The contribution that the school makes to initial teacher training is excellent. The mentoring and support that they receive, and the initiatives that are developing, are major strengths. The teacher responsible for guiding these students believes that *'the imposed*

*rigour of student practice has developed and benefited students, school and pupils in a very positive way'.*

<b>Financial information for the year April 2003 to March 2004</b>			
<b>Income and expenditure (£)</b>		<b>Balances (£)</b>	
Total income	302,253	Balance from previous year	19,269
Total expenditure	289,958	Balance carried forward to the next	31,695
Expenditure per pupil	2,899		

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

## AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage for children in the reception year is **good**.

### Main strengths and weaknesses

- Induction into the reception year is excellent.
- The outdoor play area is used very effectively.

### Commentary

45. On entry to the reception year, children's achievement is broadly in line with that expected. During their time in the class, children make good progress so that, by the end of the year, they will have met the Early Learning Goals in **personal, social and emotional development, communication language and literacy** and in **mathematical development**. They exceed the Early Learning Goals in **knowledge and understanding of the world, creative development** and **physical development**. Children's understanding in religious education is in line with the locally agreed syllabus. The leadership and management of the Foundation Stage are good. It is not possible to make a judgement about improvement since the last inspection as there were no pupils under five attending the school at that time and no judgement about provision was made.
46. Children achieve well in the reception class because of good teaching and a good, well-planned curriculum. Great care has been taken to ensure that children have access to activities that are relevant to their age as well as their abilities. This helps to keep them interested and focused on their work and play activities. Children of all abilities make good progress during their reception year.
47. Induction procedures into the reception class are excellent. Because of this, children settle quickly and look forward to coming to school. They behave well and join in with enthusiasm. Although there are only two children in the reception year at present, they have regular opportunities to share their work with their older peers. This helps to give them good role models. Staff are skilled at playing with children and in guiding them to find answers to questions. This was evident in an outdoor session when children were playing with a puppet theatre as part of language and literacy. The teaching assistant encouraged them to put the puppet characters in the order they had heard them in a previous story, and they soon showed that they could remember many details of what had happened. Because teaching is good in all the areas of learning, children make good progress over time.
48. The outdoor play area is a particular strength. It is used as an outdoor classroom for all the areas of learning. Because of the exciting and interesting spaces, children really like playing there. The thatched mud hut is a favourite haunt that becomes a play-house, a theatre, a quiet area or a place to shelter! It helps to develop children's imaginations and

supports all the areas of learning, particularly, communication, language and literacy and physical development.



# SUBJECTS IN KEY STAGES 1 AND 2

## ENGLISH

Provision in English is **good**.

### Main strengths and weaknesses

- Assessment is used very well to monitor pupils' progress.
- ICT is used very well to support writing.

### Commentary

49. The national comparative data for the 2003 tests for pupils at the end of Year 2 showed that standards in reading and writing were above average. The results from 2004 show that these good standards were maintained. For pupils at the end of Year 6, the data showed that in 2003, standards in English were above average. In the 2004 national tests, good standards were maintained and the number of pupils achieving the higher Level 5 increased. The work seen during the inspection indicates that pupils' standards are continuing to improve, particularly in writing. The national data also shows that there has been good improvement over time. Pupils' achievement is good.
50. Standards in speaking and listening are above average and pupils achieve well. They are confident speakers and express their ideas clearly and carefully, using a good range of vocabulary. Teachers provide good opportunities for pupils to talk productively to each other in many lessons. 'Talking partners' in the younger classes encourage pupils to share their ideas with each other and gives everyone a chance to speak. As they get older, pupils often give presentations, talk enthusiastically in class and offer opinions freely.
51. Pupils achieve well in reading and standards are above average. Pupils enjoy reading and teachers use every opportunity to encourage them to share text, read aloud and improve their fluency. Younger children 'signed' their sounds as they began to build simple three-letter words. Because of this multi-sensory approach, they were eager to have a turn and learned the strategy very quickly. Older pupils in Years 5 and 6 are able to talk about their favourite books and write reviews to show what they have enjoyed.
52. Standards in writing have improved in recent years and are now above average. Teachers show pupils how to form letters correctly and all staff model correct handwriting. Older pupils write for a wide range of purposes. They develop neat, fluent writing styles and spelling is mostly accurate. This is helped by regular homework which concentrates on particular groups of words.
53. Teaching and learning in English are good. Teachers have good subject knowledge, plan lessons very well and question pupils effectively. The positive team approach in each class means that pupils of all abilities, including those with special needs and those who

are talented, have very clear objectives for each lesson. Teachers use assessment very well to keep track of how well pupils are doing. This helps to highlight each pupil's particular strengths and areas that need further help. Because of the high quality support provided by the teaching assistants, any difficulty is quickly overcome.

54. The leadership and management of the subject are both good. The co-ordinator has a clear sense of purpose and has worked hard to produce effective teaching teams. Very good use of performance information has resulted in significant improvements since the last inspection. ICT is used very well in English lessons, both as a teaching aid and to improve writing skills. The high quality ICT resources mean that pupils have good access to computers and older pupils in particular have produced some high-quality stories and poems, integrating text and pictures so that their work is well presented. The library is not used sufficiently for research purposes. The library was not used sufficiently during the week of the inspection.

### **Language and literacy across the curriculum**

55. This aspect of the school's work is very good and is a key contributor to the good achievement made by all pupils. Literacy skills are promoted very well in many other subjects and this supports the improvements in standards. In history, pupils write extended accounts of their particular topic, such as detailing the food taken by Sir Francis Drake on one of his voyages, and describing the life of a Roman centurion. In geography, pupils use their literacy skills to find information to label their maps and to describe a different environment.

### **MATHEMATICS**

Provision in mathematics is **good**.

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

- Pupils are achieving very well in Years 1 and 2.
- There has been a very good level of improvement since the last inspection.
- The role played by the subject co-ordinators is very good.

#### **Commentary**

56. Results in mathematics were above the national average in the 2003 national tests at the end of Year 2 and well above average at the end of Year 6. Provisional results from the 2004 national tests indicate that standards were very high at the end of Year 2, but in line with the national average at the end of Year 6. Test results vary considerably from year to year, due to the small cohorts and the variable composition of year groups. The inspection finds that standards are well above average at the end of Year 2 and above average at the end of Year 6. Pupils' achievement in Years 1 and 2 is very good because they are making very good progress in their learning. Achievement in Years 3 to 6 is good and pupils maintain good progress throughout the key stage.

57. Pupils throughout the school are very confident in tackling all aspects of mathematics, and they show well above the expected levels of understanding and skills. For example, younger pupils tackle addition and subtraction confidently, and their secure knowledge of the 2, 5 and 10 multiplication tables allows them to successfully undertake multiplication and division exercises. Pupils in Year 6 readily identify the mathematical operations they need to carry out to solve word problems. They have a good understanding of place value, which they use effectively to multiply and divide whole numbers by 10 and 100. Pupils in Year 2 measure with a range of standard and non-standard measures, and the oldest pupils accurately name various metric and imperial measures, carrying out conversion tasks to find their equivalents. Pupils throughout the school successfully tackle challenging practical and problem-solving activities. Older pupils are now competent at solving problems that involve more than one step to find the answer.
58. The quality of teaching and learning is good. Teaching is very good in Years 1 and 2. Lessons are most carefully planned and resourced, and teachers make very good use of mental sessions at the start of lessons to develop pupils' mental calculation skills. Teachers also make good use of assessment to ensure that all pupils receive work that is suited to their particular needs. Teachers have good subject knowledge, pupils are suitably challenged and suitable help is provided both by teachers and learning support assistants. As a result, all pupils, including those with special educational needs, make good gains in their mathematical knowledge and understanding. Teachers also make effective use of homework to give pupils further opportunities to practise their skills. Pupils throughout the school clearly enjoy the work, the mental activities in particular. They settle to their written and practical tasks with interest and enthusiasm, they work well with other pupils, when required, and they make good attempts to find answers and provide solutions. Teachers mark pupils' work regularly and the best marking provides helpful and encouraging advice to help pupils improve their work further. Learning support assistants take special care to ensure that pupils with special educational needs are fully involved in lessons, and as a result, these pupils make good progress. Very good use is made of ICT to support learning in the subject.
59. There has been a very good level of improvement since the previous inspection. The co-ordinators have played a very significant role in improving standards, and their leadership is very good. One co-ordinator has used her expertise as a leading mathematics teacher very effectively to disseminate good practice throughout the school. There has been careful analysis of national test results, which has resulted in a greater emphasis on mental calculation. This in turn has improved standards in this aspect of the subject significantly. The co-ordinators regularly monitor the work produced by pupils. The curriculum provided is broad and balanced, covering all aspects of the subject effectively.

### **Mathematics across the curriculum**

60. Good use is made of pupils' numeracy skills in other subjects, such as science, to produce suitable graphs and accurately measure materials, for example. Pupils' rapid mental skills mean that they can quickly work out their scores in games or make measurements in art and design. Pupils' good data-handling skills have enhanced their achievement in ICT significantly.

## SCIENCE

Provision in science is **good**.

### Main strengths and weaknesses

- Good use is made of assessment information and national test analysis.
- Very good use is made of ICT to support learning in the subject.

### Commentary

61. Teachers' assessments at the end of Year 2 in 2003 showed that standards were very high. Standards at the end of Year 6 in the 2003 national tests were well above average. Provisional results from the 2004 assessments and tests show that standards were very high at the end of both Year 2 and Year 6.
62. The inspection found that standards are currently above average at the end of Year 2 and improving. Pupils' achievement is good. They have a good grasp of the concept of answering scientific questions by carrying out investigations. They understand that in order to carry out a fair test, most experimental factors must remain the same and that measurements must be made accurately. Pupils have a good grasp of life and living things and know, for example, that fruit and vegetables are essential as part of a healthy diet.
63. The inspection found that standards are currently above average at the end of Year 6 and pupils' achievement is good. However, there is every sign that standards are likely to rise further during the year as indicated by the very good results in national tests in previous years. Pupils have a good grasp of the 'scientific method' and carry out investigations with accuracy and attention to detail. Higher attaining pupils are able to design their own investigations in order to find answers to scientific questions. Pupils have good knowledge and understanding of materials and their properties. For example, they understand well that when salt dissolves in water, it can be reclaimed by evaporation. Pupils have a well-developed scientific vocabulary, which they use effectively when recording their findings.
64. The quality of teaching and learning are good. Teachers plan interesting lessons and ensure that the tasks given to pupils match their abilities well. This ensures that all pupils have access to the curriculum. On occasion, teaching is inspirational and fully engages pupils' attention through the very effective use of ICT and learning support staff. Pupils take part in lessons with enthusiasm and demonstrate good self-study skills. They are good independent learners and conduct investigations carefully, giving due attention to health and safety issues. Behaviour is consistently good. Teachers have good subject knowledge and this has a positive effect on pupils' progress. Teachers also make good use of questioning to extend pupils' knowledge and understanding. Assessment systems are well developed and teachers make good use of the information gathered. Regular assessments show teachers what pupils have learned and what they need to do next to improve their understanding. Good use is made of marking and this helps pupils to have a good understanding of how they can improve their work.

65. The leadership and management of the subject are both good. The co-ordinator has a clear vision for the subject and has produced a good action plan to improve standards, based on the analysis of national test results. The co-ordinator has had the opportunity to observe lessons and has a good grasp of pupils' achievement and the progress they are making. The subject is well resourced and very good use is made of ICT to support learning in the subject, for example very good use is made of LCD projectors to engage pupils' interest in lessons. The good standards and provision observed during the last inspection have been maintained effectively.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in ICT is **good**.

### **Main strengths and weaknesses**

- Pupils have very positive attitudes towards the subject.
- Excellent links with the academic council advisory teachers have a very positive effect on standards.
- Very good use is made of ICT to support learning in other subjects.

### **Commentary**

66. Standards are well above expectations at the end of Year 2 and pupils' achievement is very good. This is due to the significant improvements that have been made recently in provision. At the end of Year 6, standards are above expectations and pupils' achievement is good. Pupils make good use of their ICT skills when combining text and graphics. They are familiar with the computer operating environment and skilfully use the mouse, keyboard and on-screen menus to select programs, save their work and print out copies. Pupils know well how to search the Internet for information and make effective use of search engines to accomplish these tasks. Standards in control technology are well above expectations, as pupils have excellent opportunities to develop their skills. There are good quality programs for developing pupils' experience of simulations and exploring 'what if' situations. Pupils have well-developed programming skills. Pupils' data-handling skills are also well developed. For example, they know how to use spreadsheets effectively in their mathematical work.
67. Teaching is good, with some excellent practice in Key Stage 1. Some lessons were taken by an advisory teacher from the local academic council during the inspection. Teachers have benefited greatly from his high quality input and this has boosted their confidence and expertise. Several teachers make very good use of data projectors to make presentations, which effectively engage pupils' interest. Behaviour management is very effective and, as a result, pupils make at least good progress in their learning. Pupils generally have very positive attitudes to the subject and work very well together in pairs or small groups. Assessment is good and provides pupils with sufficient information to improve their work. Teachers work hard, and to good effect, to include all pupils when planning ICT lessons. Very effective use is made of the well-equipped ICT suite and learning support assistants are well deployed.

68. At present the headteacher is ICT co-ordinator, pending the appointment of a permanent member of staff. Evidence suggests that the subject has been well led and managed in recent years. Standards have risen since the previous inspection and improvement is good.

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

69. Very good use is made of ICT to support learning across the curriculum. Effective use is made of pupils' computer skills in mathematics, for example. Pupils enter data into spreadsheets and use formulae in cells to carry out calculations relating to percentage increases. Some teachers make good use of projectors and presentation programs, for example, to provide pupils with clues for a scientific investigation. Most pupils have a very good level of competence in ICT, which they apply effectively to their work in many subjects.

### **HUMANITIES**

70. History and geography were not a focus for this inspection and lessons were sampled only.
71. In **Geography** it is not possible to make a judgement about the quality of the provision for the subject. In the one lesson observed, pupils achieved very well as they explored different countries using computers. They benefited from some excellent teaching which encouraged them to search for information for themselves. They answered geographical questions accurately by using their observation skills very well. ICT and literacy skills are used well in the subject.
72. In **History** it is not possible to make a judgement about the quality of the provision. In the one lesson seen, pupils showed high levels of enthusiasm for the subject and benefited from some good resources as they developed their historical skills. They showed that they had a good understanding of chronology and made good progress due to some good teaching. History contributes well to pupils' literacy skills.

### **Religious education**

Provision in religious education is **good**.

### **Main strengths and weaknesses**

- ICT and literacy are used very well to support learning in religious education.
- Resources and artefacts are used well, helping to keep pupils interested.

### **Commentary**

73. Pupils across the school achieve standards in line with those expected in the locally agreed syllabus. Their achievement is satisfactory. Pupils show appropriate awareness

of different faiths and beliefs. In Year 2, pupils enjoyed learning about the beliefs of the Australian Aborigines and showed good enthusiasm and spirituality as they studied photographs of some of the religious and beautiful areas of the country. They know that the Aboriginal customs and lifestyles are different from their own. By Year 6, pupils show greater understanding of some of the world religions. In one lesson, they were learning about the Hindu ideas and beliefs. Because of some good teaching, they were able to understand the idea that God is all around them, and show empathy with the views of others.

74. The quality of teaching and learning in religious education is good and is helping to raise standards. Teachers' planning is a particular strength, and the planned use of ICT and literacy leads to a rich and varied curriculum. Resources and artefacts are well used to enhance learning, and visits into the local community, churches and the synagogue ensure that pupils have opportunities to learn from first-hand experiences. Because of good teaching, pupils achieve well in lessons.
75. Leadership and management of religious education are good and staff are well supported. There has been a good level of improvement since the last inspection. Although good topic boxes are available in classrooms, there are not enough books about the different world religions in the library so that pupils can undertake research and find things out for themselves.

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

76. Art and design and music were not a focus for this inspection and lessons were sampled only.
77. In **Art and design** only two lessons were sampled. It is not possible, therefore, to give a judgement for provision. However, it appears from the lessons seen, the sampling of pupils' work and conversations with them that standards are likely to be above the expected level at the end of Years 2 and 6. Pupils have a wide experience of different media and both their two-dimensional and three-dimensional work is of a high quality. The subject makes a good contribution to pupils' cultural development through the study of various artists and designers.
78. In **Music** it is not possible to make a judgement about the quality of the provision. In the one lesson seen, pupils achieved well and showed that they enjoyed singing and playing untuned percussion instruments. Standards were at least in line with those expected and the quality of teaching and learning was good. A good range of peripatetic musical tuition is offered at the school and pupils were keen to share their own experiences.

### **Design and technology**

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

### **Main strengths and weaknesses**

- The subject is led well and effectively managed.
- There has been a very good level of improvement since the last inspection.
- Very good use is made of ICT to support learning.

## Commentary

79. Standards are above expectations at the end of Key Stage 1 and Key Stage 2 and pupils' achievement is good throughout the school. The youngest pupils have a good grasp of how to select tools and use them well, for example to peel fruit. They describe how they would design a fruit salad and know that they must take other people's likes and dislikes into account as part of the design process. Older pupils consider the best materials for a photo frame and use drawings and prototypes to clarify their ideas. Pupils in Year 6 use various sources of information well when considering various designs for a shelter. They produce detailed designs and choose the best one for their purposes. Pupils are good at evaluating their work and considering whether the product meets the design brief. Pupils' achievement is good throughout the school and they are making good progress in their acquisition of designing and making skills.
80. Teaching and learning are both good throughout the school. Teachers have good subject knowledge, which they use effectively to extend pupils' knowledge and understanding of the subject. Pupils have positive attitudes to the subject and behaviour in lessons is good. They concentrate well and this has a positive effect on the progress they make. Teachers make effective use of support assistants, and this also helps pupils to make good progress in their learning. Assessment is good and teachers use the information from it effectively to plan the next steps pupils need to take. Teachers' planning is effective and follows national guidelines.
81. The leadership and management of the subject are good. Improvement since the last inspection is very good. The recently appointed co-ordinator has a good grasp of where the subject needs to improve and is building effectively on the work of the previous co-ordinator. The curriculum is broad, balanced and covers all strands of the programme of study. Control technology is now covered well and all the issues raised by the last inspection have been addressed very well. There are good links with other subjects of the curriculum and very good use is made of ICT to support learning in the subject. For example, pupils use computers very effectively to program control boxes, which are used to make lights flash, motors turn and toy cars run. They are able to sequence events to control various devices, using standard programming diagrams. Resources are good and this has a positive effect on the progress pupils make.

## Physical education

Provision in physical education is **good**.

## Main strengths and weaknesses

- Standards are very good in dance.
- Teaching and learning are both very good in dance.



## Commentary

82. Standards are above expectations at both key stages and achievement is good. In dance, pupils achieve very high standards. They are good at putting together different sequences of movement to form a sustained choreographed dance. Pupils use a wide range of movements, which are expressive and controlled. They respond well to music and fit their actions to it, taking note of the beat and tempo. In games, pupils are good at controlling a ball and make credible attempts at throwing and catching. In Year 6, pupils are developing a good understanding of the effect of exercise on the body and the need for appropriate warm-up exercises before commencing physical activities. They also are developing a good grasp of invasive games and the rules of netball.
83. The quality of teaching is good and is very good in dance. Teachers have very good subject knowledge in this aspect and apply it very effectively to ensure pupils make good progress in their learning. Pupils respond positively to teachers and behave well in lessons. They are willing to help to set up equipment and respond quickly to the whistle. Teachers make good use of demonstration in lessons and pupils are developing a good ability to assess their own work. The dance element of the subject makes a very good contribution to pupils' spiritual, social and cultural development.
84. The recently appointed co-ordinator provides good leadership for the subject and is building successfully on the good practice established by his predecessor. There is a good programme of study, which covers all aspects of the subject and gives a clear sense of direction. The subject is well resourced, which has a positive effect on the standards pupils achieve. There has been a good level of improvement since the last inspection.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

85. Pupils' **personal, social and health education** (PSHE) was not a focus of the inspection. One lesson was seen in Years 3 to 6 and it is not possible to make an overall judgement on provision. However, from the lesson seen, the sampling of pupils' work and conversations with pupils and staff, it appears that pupils' achievement is good throughout the school. The PSHE programme is good and integrates well with the rest of the curriculum. It also makes a good contribution to pupils' social development. Pupils have a strong sense of belonging to a community and take their responsibilities seriously. They are well aware of the need for a healthy diet and regular exercise.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement	Grade
<b>The overall effectiveness of the school</b>	<b>2</b>
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
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities (ethos)</b>	<b>3</b>
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2
<p><i>Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).</i></p>	

