

INSPECTION REPORT

Oreston Community Primary School

Plymouth

LEA area: Plymouth City

Unique reference number: 113314

Headteacher: Mark Ackers

Lead inspector: Stephen Dennett

Dates of inspection: 4th to 7th October 2004

Inspection number: 267434

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Community
Age range of pupils: 4 to 11
Gender of pupils: Mixed
Number on roll: 307

School address: Oreston Road
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Appropriate authority: Governing body

Name of chair of governors: Mrs Mary Hough

Date of previous inspection: 5th July 1999

CHARACTERISTICS OF THE SCHOOL

Oreston Community Primary School mainly serves the community of Oreston, a suburb of the city of Plymouth. It provides full-time education for 307 pupils aged four to eleven. At the time of the inspection 42 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, but is now rising. The social and economic circumstances of pupils are broadly average, although a significant minority come from socially disadvantaged backgrounds. Forty-three pupils have been identified as having special educational needs and this figure is close to the national average of 13 per cent. There are six pupils attending the school who have

Statements of Special Educational Need, which again is broadly average. Pupils have been identified as having moderate learning difficulties, speech and language problems, hearing impairment and autism. Inward pupil mobility is broadly average. The composition of year groups varies considerably and recently the proportion of pupils with below average ability has increased. Overall, pupils' attainment on entry to the school is average. The school is participating in a wide range of local and national initiatives, including teacher training, Investors in People and the Healthy Schools Scheme. It has received Healthy Schools Award (2001), the Active Mark (2002), Arts Mark (2003), Charter Mark (2004) and a Schools' Achievement Award (2002).

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
13712	Stephen Dennett	Lead inspector	Science Information and communication technology Art and design Design and technology
11564	Jean McKay	Lay inspector	Personal, social and health education and Citizenship
31975	Kay Andrews	Team inspector	The Foundation Stage English Music Special educational needs English as an additional language
13307	Ian Hancock	Team inspector	Mathematics Religious education Geography History Physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **very good** school with a number of outstanding features. It is **very effective** in providing a rich and varied education for its pupils. Standards are high and there has been a very good level of improvement since the last inspection. The leadership provided by the headteacher is excellent and management of the school is very good. The school provides **very good** value for money.

The school's main strengths and weaknesses are:

- Pupils' standards of achievement are very high.
- The leadership and management of the school are very good.
- The curriculum provides excellent opportunities for the enrichment of pupils' education.
- Pupils' attitudes, behaviour and personal development are very good.
- The quality of teaching and learning is very good.
- Links with parents and partner institutions are excellent.

The school has made a **very good** level of improvement since the last inspection. No key issues were raised at that time, but there have been significant improvements in the minor areas for improvement identified. Provision and standards in information and communication technology (ICT) have improved from satisfactory to very good. Minor weaknesses in curriculum planning have been addressed very well and assessment systems for foundation subjects¹ are now very good.

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	A
Mathematics	C	C	A	A
Science	B	D	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 **very good**. Early results from the 2004 national tests indicate that standards in writing and mathematics at the end of Year 2 were well above average and that in reading they were above average. In the 2004 tests, standards at the end of Year 6 were well above average in English, mathematics and science. Standards have risen consistently over the last three years. Children generally enter school with levels of attainment which are close to the national average. They make good progress at the Foundation Stage

¹ Foundation subjects: art and design, design and technology, geography, history, ICT, music, physical education and religious education.

and enter Year 1 with standards which are generally in line with the early learning goals² for children of this age in all areas. The inspection judges that standards by the end of Year 2 are **well above average** in English, mathematics and science. Standards are above well expectations in ICT, art and design, history and physical education. Pupils' achievement by Year 2 is **very good**. Pupils continue to make very good progress and, by the end of Year 6, standards are **well above average** in English, mathematics and science. Standards are well above those expected nationally in ICT, art and design, history and physical education. Pupils' levels of achievement by Year 6 are **very good**. In religious education 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 very good throughout the school. The most able pupils, as well as those who are especially gifted or talented, also make very good progress.

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

QUALITY OF EDUCATION

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

Teaching and learning are both **very good**. Planning is very good and teachers use very effective teaching methods. Pupils demonstrate very good levels of concentration and this has a positive effect on the progress they make. Systems for assessment are very good throughout the school. The information gathered is used very 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 and numeracy skills in many subjects.

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

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **very good**. The leadership of the school by the headteacher is **excellent** and management is **very good**. The headteacher is very well supported by all staff. The governance of the school is very good and all statutory requirements are met well. Subject leaders make a very 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. Systems for staff performance management and continuing professional development are excellent. Financial management is very good and funds are managed efficiently. There are very good systems for routine administration.

² 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.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The vast majority of parents think the school is **excellent**. They have high praise for the headteacher, the staff and the quality of education provided by the school.

Pupils are **very positive** about the school. Pupils expressly enjoy using the school swimming pool and attending the various after-school clubs provided.

IMPROVEMENTS NEEDED

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

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

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

Main strengths and weaknesses

- Standards have risen sharply over the last two years.
- Pupils achieve very high standards in English, mathematics and science when compared with similar schools.
- Pupils with special educational needs achieve very well.
- 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 and there are currently a significant minority of lower attaining children, as well as children who have only just turned four. At present children are achieving well. The majority are likely to achieve the early learning goals in all areas by the time they enter Year 1.
2. In the 2003 national tests at the end of Year 2, results were well above average in reading. They were above average in writing and mathematics. They were above those found in similar schools in reading, but average in writing and mathematics. In reading, writing and mathematics, the proportion of pupils achieving the higher Level 3 was above average. According to teachers' assessments at the end of Year 2, standards in science were above average.

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

Standards in:	School results	National results
Reading	17.2 (17.4)	15.7 (15.8)
Writing	15.7 (16.0)	14.6 (14.4)
Mathematics	17.4 (17.7)	16.3 (16.5)

There were 43 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 all three subjects, results were well above average when compared with pupils' prior attainment at the end of Year 2. In English, mathematics and science, the proportion of pupils gaining the higher Level 5 was well above average. The school's improvement in test results is above the national trend. Inspection evidence tends to support these very good test results.

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

Standards in:	School results	National results
English	29.1 (27.0)	26.8 (27.0)
Mathematics	29.0 (27.6)	26.8 (26.7)
Science	31.0 (27.8)	28.6 (28.3)

There were 46 pupils in the year group. Figures in brackets are for the previous year.

4. Provisional results from the 2004 national tests indicate that standards in reading were above average at the end of Year 2. Standards in writing and mathematics were well above average. Teacher assessments in science indicate that standards were well above average. At the end of Year 6, standards were well above average in English, mathematics and science.
5. The inspection judges that standards in English are currently well above average at the end of both Years 2 and 6. Pupils enter Year 1 with average literacy skills and make very good progress in their learning at both key stages. As a result, pupils' achievement is very good in the subject. Most pupils have very well developed speaking and reading skills. Standards in reading and writing are also well above average. Pupils make very good use of their literacy skills in subjects across the curriculum.
6. Standards in mathematics are currently well above average at the end of Years 2 and 6. Pupils' achievement is very good. Standards in mental arithmetic are very good throughout the school. Pupils make very good use of their mathematical skills in other subjects, especially in science.
7. In science, standards are currently well above expectations at the end of Year 2 and pupils' achievement is very good. Standards at the end of Year 6 are well above average and pupils have very well developed investigative skills. Pupils' achievement is very good, as is indicated by the very good progress they make between the end of Year 2 and the end of Year 6.
8. The achievement of pupils with special educational needs is very good. They make very good progress against targets in their individual education plans. Many pupils are such successful learners that they move down or off the register and often attain levels that are similar to their peers. Even then they are very carefully monitored to ensure they continue to make good progress and, if not, support is put back in. The attainment of pupils who have been identified as gifted and talented is also very good.
9. In Key Stage 1, standards are well above expectations in ICT, art and design, history and physical education. Pupils' achievement by the end of Year 2 is very good in these subjects. Pupils continue to make very good progress in Key Stage 2 and by the end of Year 6 standards are well above expectations in ICT, art and design, history and physical education. Pupils' levels of achievement by the end of Year 6 are very 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.

Pupils' attitudes, values and other personal qualities

Attendance is **good**. Pupils' attitudes and behaviour are **very good**. Their spiritual, moral, social and cultural development is also **very good**.

Main strengths and weaknesses

- All pupils have high self-esteem.
- Relationships are very good throughout the school.
- Pupils are responsible and behaviour is very good.
- Pupils' spiritual, moral, social and cultural development is very good.

Commentary

10. The vision of the school is clearly focused on ensuring that all pupils attain high self-esteem and a good learning ethic. By nurturing a sense of community and belonging and by implementing fair and rigorous systems, which all pupils can understand and adhere to, the school has been very successful in this. Older pupils, therefore, are justifiably proud of their very good achievements, not only in academic but also in other areas of the life and work of the school.
11. Pupils are very keen to come to school and are happy and secure in their learning because they know their contributions are valued. Relationships are very good throughout the school, having a very positive impact on pupils' attitudes, learning and standards of attainment. Pupils are eager to take on responsibilities and roles that enhance the smooth running of the school. The school council is quick to point out a number of improvements, such as better playground facilities, that it has brought about. Well trained mediators have a clear idea of how they can help to promote harmonious relationships in the playground. Pupils are fully committed to class and school rules because they have been consulted and are part of the decision making. This enables them to respond well to the responsibilities of being part of the school family. Pupils have very positive views of the school and take part in all its activities with enthusiasm and enjoyment.
12. Many pupils start school in the Foundation Stage with personal and social skills that are low but, because the school is so effective in promoting this aspect, behaviour soon improves and continues to do so as pupils move on up through the school. By Year 6, pupils are very mature and behave very well indeed. Playtimes and lessons are generally purposeful, relaxed occasions where pupils and teachers enjoy each other's company. Few pupils are identified with behavioural and emotional difficulties later in the school. This is because their problems are identified and dealt with at an early age, giving these pupils the skill and confidence to become good learners.
13. Pupils develop a strong sense of respect for the feelings, beliefs and values of others because all adults in the school promote the spiritual, moral, social and cultural development of pupils well. The very good quality of the personal, social and health education curriculum and the high focus on spirituality in both lessons and collective worship enable pupils to reflect thoughtfully on their own views and beliefs. A significant

feature is the wide choice of activity that pupils are given and the good opportunities to undertake personal research, both in books and on the Internet. This enables them to take responsibility for their own learning and develop a lifelong skill.

14. Pupils' cultural development is successfully promoted through many aspects of the curriculum, for example when religious leaders from major world faiths visit the school. When a visiting artist worked over time with groups of pupils to create a spectacular mural which runs through the main corridors of the school, this had considerable impact on both the spiritual and multi-cultural dimension of pupils' learning. Local cultural links are also very strong through a host of visits and visitors.

Attendance

15. The school's overall attendance rate of 94.8 per cent is good. Parents are clear about their responsibilities and send their children to school regularly and on time. Parents also recognise that this regular attendance has a positive impact on their child's achievement. There is no unauthorised absence. The school sends regular reminders about attendance in the weekly newsletters. Punctuality is mainly good at the beginning of the school day and a prompt and efficient start is made to individual lessons.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	5.2	School data:	0.0
National data:	5.4	National data:	0.4

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

Exclusions

16. There were no exclusions during the year 2002/2003.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

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

Teaching and learning

The quality of teaching is **very good**. The quality of pupils' learning is also **very good**. Assessment is **very 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.
- Very good assessment procedures in English, mathematics and science have a very significant impact on the very high standards achieved.
- The school carefully analyses data to identify area for development.

Commentary

Summary of teaching observed during the inspection in 50 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
6 (12%)	19 (38%)	19 (38%)	5 (10%)	1 (2%)	0 (0%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

17. Teaching and learning in the Foundation Stage are good. Teachers have a good command of the areas of learning for children and use this knowledge effectively to ensure that children make good progress in their acquisition of key skills. Planning and assessment are very good and these ensure that learning tasks are well matched to children's needs. Teachers encourage children to do their best and provide a range of interesting activities. As a result, children apply themselves enthusiastically to their work.
18. The quality of teaching and learning is very good in Years 1 to 6. The teaching of both English and mathematics is very good throughout the school. 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 very good grasp of what they need to do to

improve their work. Teachers have very good subject knowledge and make very effective use of questioning to ensure that pupils make rapid progress in their acquisition of knowledge, understanding and key skills. Teachers work together in very effective teams, which ensure both continuity and equal access to the same learning experience for all pupils. 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.

19. Pupils' levels of concentration in most lessons are very 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 very 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.
20. Pupils with special educational needs become good learners. This is because they are so well taught by all staff, including well-trained assistants. Assessment is very thorough and meticulous, well used to track progress and to set targets for further development. Intervention is so effective that many pupils are able to move down or off the special needs register. Record keeping is also thorough, ensuring that teachers can set work that is at the right level for these pupils, also that support can be properly deployed. Of note is the very good assessment of children's needs before they even start in the reception class. From pre-school, information gathered from home visits and from other sources, intervention, including outside referrals and support, is ready from the moment the children enter school. This is a real strength of special needs provision.
21. Assessment has significantly improved since the last inspection and is now very good. The school has a strong commitment to raising standards and has established very good procedures in English, mathematics and science for evaluating and tracking pupils' performance. As a result, teachers quickly develop a good understanding of the achievements and learning needs of their pupils. These are regularly reviewed to ensure that work is set at a level that enables all pupils to make good progress. Detailed analysis is made of National Curriculum assessments and optional tests to identify areas for development and to set whole school targets. For example, new strategies have been introduced to motivate boys to express themselves more freely as part of the school's commitment to raising writing standards. Teachers and support staff collaborate closely to gather information about their pupils' achievements. This information is used well to set individual targets for pupils, which are fully understood, shared with parents and have a very positive impact on the very high standards achieved.
22. The school has worked very hard during the last year to devise effective new assessment procedures in all other subjects of the National Curriculum and religious education. The emphasis of these new procedures is sharing objectives and targets with pupils so that they become more aware of their own learning needs and helping teachers plan more effectively for the future. The quality of marking is good, with many examples of evaluative comments to help pupils improve their work. Each subject leader has produced an impressive portfolio for their subject with detailed examples of moderated work, which is an effective tool to assess and record pupils' achievements.

The curriculum

The curriculum is **very good**.

Main strengths and weaknesses

- Very effective cross-curricular planning ensures learning is relevant and exciting for all pupils.
- Pupils' learning is greatly enhanced by the excellent opportunities for visits, visitors and extra-curricular activities.
- Personal, social and health education is given high priority and is an integral part of the school's curriculum.
- The whole staff works effectively as a team continually to evaluate and improve curricular provision.

Commentary

23. The school provides a very rich, stimulating curriculum, which is fully inclusive and relevant to all its pupils and makes a considerable contribution to their high standards of achievement. The curriculum is very broad and includes all subjects of the National Curriculum and religious education, together with good opportunities to learn French, German and Spanish. The youngest children are learning Spanish and are developing a good vocabulary, even though they have only been learning for a few weeks. A key feature of the curriculum is the very strong commitment to detailed cross-curricular planning which ensures learning is both meaningful and exciting for pupils. All teaching staff, under the guidance of the headteacher and other key staff, continually evaluate and review provision and are very proactive in adopting new innovations. As a result, standards have significantly improved in most curricular subjects since the last inspection and are above national expectations. The curricular experiences children and pupils enjoy prepare them very well for the next stages in their education. Staff are encouraged to share their expertise and specialist secondary teachers and professional coaches are regularly invited to work alongside teachers to improve both teachers' and pupils' skills.
24. Opportunities for enrichment are excellent. Pupils' learning is effectively reinforced by an extensive range of visits to support topics studied such as to Plymouth, Bude, Buckland Abbey, Exeter and various museums and art galleries. Numerous visitors include authors, clergy, theatre groups, actors, dancers and artists who are regularly invited and greatly enrich numerous curricular activities. The school provides an excellent range of lunchtime and after-school clubs, including physical education, languages, art, music, ICT, dance, environment, debating and challenge clubs. These are very well supported by the majority of pupils who greatly benefit from the enthusiasm of teachers, support staff and parents who freely give their time to greatly enhance curricular provision in many subjects.
25. Curricular provision for pupils with special educational needs is very good. This is because the curriculum is properly adapted to ensure that their needs can be met through detailed specific targets in individual education plans. Tracking for value added is a priority both for special needs and for gifted and talented pupils and the school does this really well. Recently the school building has been extended and great care has been taken to ensure that access for pupils with disabilities is very good.
26. The school has a high level of committed teachers and teaching assistants who are well trained and who work very effectively as a team to provide very good curricular opportunities for all pupils.
27. The design of the newly built extension contributes significantly to the teamwork and the community ethos of the school. Classrooms leading onto a wide corridor are attractive and well cared for, and are greatly enhanced by attractive examples of art by pupils and also by local artists. The school's Parent Teacher association has recently donated funds for remarking the playground which, together with its adventure playground and very attractive seating areas, is very much appreciated by pupils. Pupils also benefit very much by having their own swimming pool on site. This is maintained and run by parents, many of whom help out during swimming lessons.
28. Resources are of very good quality and are well organised. There is a well-stocked library, with a computerised lending system, and this has a very positive effect on pupils'

research skills. ICT is a particular strength and the newly built computer suite is very well equipped. Pupils also benefit from having a dedicated art room, which has a positive effect on their standards in this subject.

Care, guidance and support

There are **very good** procedures to ensure pupils' care, welfare, health and safety. There are **very good** personal support and guidance procedures and the school makes **very good** efforts to involve pupils in the work of the school and its development.

Main strengths and weaknesses

- Pupils achieve very well because their progress is closely monitored.
- There are very good and effective induction arrangements.

Commentary

29. The school provides a happy environment that is conducive to learning. Close attention is paid to health and safety issues, sometimes using the expertise of the governors in this field. Pupils' healthy and safe living is well promoted through the personal, social and health education programme, which is enhanced by talks by the police on personal safety, and regular visits from the school nurse. Each pupil has a 'citizenship' portfolio in which they can record achievements as they progress through the school. First aid provision is very good due to the considerable expertise amongst the staff and arrangements for looking after pupils who are unwell are very good. Child protection procedures, backed up by liaison with professional agencies, are very good. Pupils said they would have no hesitation in contacting a member of staff if they had a problem.
30. Teachers, support staff and administrative staff know the pupils and their families very well, are sensitive to their needs and are thus able to provide very good support and guidance. A number of parents at the meeting and during the inspection praised the care, sensitivity and thoughtfulness of staff during sometimes distressing times. The very good relationships between pupils and staff, which are very much appreciated by parents, encourage pupils to raise any concerns they may have, knowing that they will be dealt with sympathetically. Parents said they very much appreciated the 'family' ethos of the school and also that they felt included at all times. Very good assessment procedures ensure that teachers track the progress and personal development of all pupils. Parents of pupils with special educational needs particularly appreciate these procedures and say that they contribute to the standards attained by their children. All pupils with special educational needs are involved in reviewing their own progress towards their individual learning or behaviour targets and this ensures that they have ownership of their own progress and development. As a result, pupils with more complex learning needs are successfully supported and feel that they are valuable members of the school community.
31. The well run school council is firmly established in the school. Pupils told inspectors how much they valued being a part of it and understand its purpose fully. They know that different views and opinions must be listened to. Representatives from the school council are elected by each class and they have responsibility for fund raising, keeping accounts and for spending their money. A good range of other responsibilities such as peer mediators, librarians, playground 'buddies' and raising money for charities are all part of the school's very good provision for social development. Pupils are taught how to assess basic risks and to do their best to keep safe, and were keen to talk to inspectors about

this aspect of modern life. Overall, there is a very good range of procedures in place for seeking pupils' views and opinions, including when planning changes and improvement.

32. Parents spoken to at the meeting and during the inspection thought that induction arrangements are very good. Good relationships are established with parents who are encouraged to get involved in their children's learning from an early age. One way the school does this is by the homework book system. Parents can check for themselves whether homework has been completed and also how they can help their children. There are very good links with the nearby pre-school and parents appreciate the home visits. Children are also given opportunities to join classes prior to admission in September.
33. Teachers and assistants know their pupils very well and this helps them to nurture the development of pupils with special educational needs, both in lessons and in the wider life of the school. They are keen for these pupils to do well and show they value their contribution. Pupils respond very well to this.

Partnership with parents, other schools and the community

There are **excellent** links with parents. The links between the school and the local community are **very good**. Links with other schools and colleges, including extended services and educational programmes, are also **excellent**.

Main strengths and weaknesses

- The quality of information provided for parents is excellent.
- Parents make a very good contribution to their children's learning at school and at home.
- The excellent links with local schools and colleges enhance the curriculum and also ensure that pupils transfer happily on to their next stage of education.
- The very good links with the community help to enrich the curriculum and make pupils aware of their own culture.

Commentary

34. Many parents praise the friendly style of leadership in place and say they find all staff approachable and helpful. Parents believe their children are well looked after and are very happy that positive attitudes and values are well promoted in the school, which has traditionally played an important part in the life of the community. Many parents, grandparents and a teacher were keen to tell inspectors that they had been pupils at the school. Parents feel that their children are encouraged to be mature and responsible and they also appreciate the good range of extra-curricular activities. Parents of children entering the reception class receive excellent advice on how to help their child settle in and how to help with their development. Parents also praise the school's system for promoting a smooth transition when pupils move on to the next stage of their education.
35. The excellent range of information within weekly newsletters keeps parents properly informed about school events. The school particularly regularly reminds parents about the importance of punctuality and attendance. In addition, parents receive clear information about what is being studied in each class. The style of presentation in the school prospectus, annual report from governors and the annual report to parents makes these documents very readable and interesting.

36. Parents make a very good contribution to their children's learning by providing excellent help in the school and on trips and visits. For instance, parents maintain and run the swimming pool and the school library. Parents also raise significant funds for the school through the friends' association and virtually all parents support their children with their homework.
37. The very good links with the community include strong links with local churches and many organisations and groups within the town. Several local businesses are supportive of the school's fund raising efforts and regularly donate prizes. Pupils take part in many local events such as carol singing, the Christingle service, Oreston Carnival, the Lord Mayor's Show and various music festivals. All these initiatives contribute positively to the standards attained and the good achievement.
38. The school has close links with the local academic council, which affords many opportunities for learning, both academic and sporting. Through the schools work as a Training School this has developed close links with two neighbouring primary schools. This provides the school with opportunities to fund, research and implement good practice in training new teachers within the school environment, all of which has a positive effect on pupils' learning. The school has very close links with feeder playgroups, which prepare the children for nursery well. The excellent links between the school and the local comprehensive schools mean that a smooth transition is managed when pupils are leaving school. Parents of pupils who had left to go to the comprehensive school said that the transfer arrangements were good, but the team judges them to be excellent.
39. The school is successful in harnessing the support of parents whose children have special educational needs by ensuring they are fully involved in any decision making that involves their children. The inclusion leader, who has a very good overview of provision, also works very hard to develop and maintain links with outside agencies to ensure the best possible support for these pupils.

LEADERSHIP AND MANAGEMENT

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

Main strengths and weaknesses

- The headteacher and senior managers have excellent clarity of vision and high aspirations.
- Monitoring of performance data is excellent and is helping to raise standards effectively.
- There are excellent systems for staff performance management and professional development.
- The contribution that the school makes to initial teacher training is excellent.

Commentary

40. The leadership of the school by the headteacher is excellent and he is very effectively supported by the governing body and the 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 excellent performance management and training of current staff. These have 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 very effective 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 very 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 new teaching spaces and a well-equipped ICT suite. The large carry forward from 2003 was largely for this purpose, as well as maintaining the very beneficial pupil/teacher ratios enjoyed by the school. These innovations are having a very positive effect on the quality of education provided. 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 high staffing levels has resulted in pupils making very good progress in their learning.

Financial information for the year April 2003 to March 2004			
Income and expenditure (£)		Balances (£)	
Total income	804,006	Balance from previous year	100,416
Total expenditure	801,913	Balance carried forward to the next	102,509
Expenditure per pupil	2,570		

44. The contribution that the school makes to initial teacher training is excellent. The mentoring and support that trainees receive, and the initiatives that are developing, are major strengths. The close links with two neighbouring primary schools which are part of the Department for Education and Skills funded Training Partnership in collaboration with the University of Plymouth provide the school with opportunities to fund, research and implement good practice in training new teachers in the school. This has a very positive effect on the quality of pupils' learning and the standards they achieve.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for the Foundation Stage is **good** overall.

45. There are two reception classes that work as three rotating groups. They are taught by two teachers and two teaching assistants, who work as a cohesive team to ensure that all children make good progress in all areas of learning for children of this age. The team leader has recently been appointed to her role and gives very good support to the newly qualified teacher who works alongside her. She leads and manages provision well and both teachers are keen to drive up standards. A current priority is to improve children's creative skills.
46. Teaching and learning are good across the Foundation Stage and children make good progress as a result. Standards of achievement are good in all areas of learning. A significant number of children have low personal and social skills and low language and communication skills on entry to reception, although attainment on entry is average overall. Evidence shows that by the time children enter Year 1 their skills have improved considerably and most, but not all, will at least have attained the early learning goals for children of this age.
47. This year, for the first time, all reception children have been taken into school in September, rather than the previous staggered intake. This is because the school has identified younger, summer-born children as attaining less well through the school. At the time of this inspection, some children had only been in school for two weeks. There is no nursery provision in the school or the local area, but most children have experienced some kind of private provision.
48. Assessment and monitoring starts well before children start school, when staff visit homes and families come into school for visits. It is a strong feature of the reception classes that, because teachers have been so meticulous in identifying those children who have special educational needs, support in the form of a trained assistant is already in place. The curriculum is being adjusted and intervention by outside agencies has already been harnessed. Teaching assistants play an important role in working with teachers to observe and record children's progress. This means the inclusion of all children is very good. Transition to Year 1 is also very well managed and ensures that those children who are still working through the early learning goals can be properly provided for.

Personal, social and emotional development

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

Main strengths and weaknesses

- Teaching and learning are good overall across the reception classes.
- Children achieve well, reflecting the strong ethos of the school.
- Boys and girls work and play happily together and most behave well.

Commentary

49. Teaching in this important area of learning is good because all staff are kind and caring and work well together to promote children's skills of sharing fairly, responding appropriately to needs and feelings and developing confidence and self-esteem. Most children are already on course to achieve the goals that are set for them by the end of the reception year. They are familiar with school routines and respond well to them because staff are good role models and they are so well organised and supportive. Some children find this aspect difficult because their independent working is not well developed but, because all staff work consistently with them and have high expectations, they are already beginning to settle down and concentrate on their tasks. There is a friendly, positive atmosphere where clear boundaries are set and activities are interesting. Children are eager to get started and most behave well. They are beginning to clear away their equipment properly and some already do this without too much prompting.

Communication, language and literacy

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

Main strengths and weaknesses

- Speaking and listening skills are promoted very well.
- There are many good opportunities for children to start developing their writing skills.
- Reading at home makes a good contribution to children's learning.

Commentary

50. A significant number of children enter the reception class with speaking and listening skills that are underdeveloped, but they make good progress because teaching is so effective in this area. By the end of the reception class most children will attain the early learning goals in all aspects of their language, literacy and communication skills. The quality of teaching and learning is good. Teachers seek to make work interesting and involve children productively by fun activities, motivating and engaging children in their learning. When the teacher dresses as 'Mary, Mary', using items brought from a 'feely bag', they are keen to identify the nursery rhyme and respond to challenging questions that extend and clarify their thinking. Speech is often clear, but vocabulary choices are sometimes limited. Children enjoy early independent writing and mark making. Scrutiny of work of children who were in the reception class last year shows letter formation to be generally clear and legible and more able children beginning to write simple sentences independently by the time they leave the reception class. Children love books and come quickly to the teacher when called for a story. They enjoy choosing story sacks and other books to share with their parents. They make good progress in their phonic skills across the reception year.

Mathematical development

Provision for mathematical development is **good**.

Main strengths and weaknesses

- Children achieve well in this area and many will attain the early learning goals by the time they enter Year 1.
- The use of appropriate mathematical vocabulary is promoted well.

Commentary

51. Teaching and learning are good. Teaching is particularly effective in creating many opportunities for children to enjoy and develop their mathematical skills and vocabulary. They make good progress. The counting skills of many children are not well developed on entry to reception but because children are excited by peeping into small colourful boxes containing Mary, Mary's shells, for example, their attention is readily engaged and they want to count and compare. Counting is often not accurate when they sell and count out flowers in the 'florist shop' but their mathematical learning benefits from this independent role-play. When they work enthusiastically with adults on numbered stepping stones, filling numbered pots and on number bingo games, with support some children can count to ten. Some more able children can count to seven independently. When exploring a range of equipment in the sand and water trays, although they play enthusiastically, their concept of full and empty is limited. Occasionally, when tasks are rather prescriptive, children lose concentration quicker.

Physical development

Provision for physical development is **good** overall.

Main strengths and weaknesses

- Children's learning benefits from the wide variety of vigorous physical activities.
- Children achieve well in this area of their learning.

Commentary

52. Teaching and learning are good because the outside environment is so well used and activities are so well planned to ensure that children develop skills of balance, co-ordination and confidence. There have been many improvements since the time of the previous inspection. Overall children's standards of achievement are likely to reach the expected levels by the end of the reception class. They move spontaneously within the given space, using an appropriate range of equipment. Some children are beginning to adjust their speed on wheeled vehicles to change direction or avoid obstacles on the given pathway, but this skill is sometimes at an early stage. They operate equipment sensibly by pushing and pulling, showing some awareness of space. Fine motor skills are also developing well. Children play happily in the summerhouse shed, using a good range of small tools to plant up pots of flowers for the 'florist shop', to fill and empty in the water tray and manipulate 'small world' toys and other construction equipment.

Knowledge and understanding of the world

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

Main strengths and weaknesses

- The planned activities are full of awe and wonder for the children.
- Children use the outdoor environment well as a resource for learning.
- Their technological skills are developing well.

Commentary

53. Teaching and learning are good and as a result children achieve well in this area of learning. They are likely to reach the early learning goals by the time they enter Year 1. Children begin to learn about the cultures of the wider world when, for example, they taste Thai and Japanese food. Scientific skills are developing well when, for example, children study a range of plants and take them apart with great concentration, exploring carefully below and above the soil with magnifying glasses. They enjoy many worthwhile experiences to explore the world around them. They make jelly, melt chocolate and observe butter on hot toast and comment appropriately on changes they see. They design and make finger puppets and this contributes well to their technological development. They are able to use a computer mouse and the listening station independently. Geographical skills benefit from early map work when they draw a route for Jack to go to the well. They come to understand change over time when they feed and care for babies and observe how they develop and change.

Creative development

Provision for creative development is **good**.

Main strengths and weaknesses

- Children use their imaginations to explore different tools and materials.
- They sing enthusiastically.

Commentary

54. Teaching and learning are good. Children achieve well because teachers plan such rich experiences that capture their imaginations and engage their interest. Most are on course to attain the early learning goals that are set for them. They enjoy investigating with a variety of media, experimenting with paint and colour, drawing and using scissors and glue spreaders carefully. Children enjoy singing and already have a range of songs and rhymes that they know quite well. They use body actions appropriately to accompany their songs and singing is quite tuneful.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision for English is **very good**.

Main strengths and weaknesses

- The achievement of all groups of pupils, including those that are less able and those with special educational needs, is very good.
- Very good teaching ensures that pupils achieve high standards.

Commentary

55. Since the time of the last inspection, results in this subject have been improving steadily. At the time of this inspection, it being the beginning of the school year, standards in Year 2 were already above average and therefore likely to be well above average by the end of Year 2. This confirms results in national tests. From Years 3 to 6 teachers build well on pupils' skills and improvement becomes rapid. In national tests in 2003 and 2004, pupils in Year 6 maintained well above average performance. This is because teaching is so good and the subject is so well led and managed. Pupils with special educational needs make such good progress because they are so well taught and supported in all lessons by all staff.
56. A significant number of children start school in the reception class with language, literacy and communication skills that are at a low level. These children make good progress in their reception year, but a small number still have problems as they enter Year 1. However, because they continue to make good progress, by the end of Year 2 they are achieving very well. The school's own analysis indicated that boys were achieving less well at the higher levels in national tests in both key stages. Comprehensive strategies were put in place to resolve this problem, which are already having some effect.
57. Standards in speaking and listening are very good across the year groups. Pupils talk with increasing confidence and maturity as they move up through the school, both in pairs and in groups. They are happy to express an opinion even when it might be wrong. Writing is fluent, legible and well presented. Pupils write in a wide range of styles and there is much evidence of very good quality extended writing and poetry, where pupils' ideas are lively and interesting. ICT skills are well used. Reading is also developing very well. Pupils are excited by their reading experiences and, because reading at home is so well established, parents also make a good contribution to their children's learning in this subject. Pupils in Year 6 can describe many examples when they have accessed coded books in the library and on the Internet to find out information to support their work.
58. Teaching and learning are very good across the school, notably because teachers develop excellent links to other subjects. Most lessons are delivered with pace, challenge and very skilled questioning that seeks to push pupils' thinking forward. Teachers are enthusiastic, have very good subject knowledge and communicate their ideas very well. Teaching assistants are used very effectively to support learning and, because teachers and assistants have such good relationships with the them, pupils are interested and well motivated as a result. Information gleaned from regular and thorough assessment is well used to inform planning.

59. Leadership and management are very good. The subject leader is very knowledgeable and competent because she has meticulously monitored teaching, learning and standards and therefore has a very good idea where the strengths and weaknesses lie. She also works very closely with the assessment co-ordinator to keep a close eye on the tracking of individual pupils to ensure that her action plans are relevant, but also to review them if necessary.

Language and literacy across the curriculum

60. Cross-curricular work is excellent. Teachers plan a very wide range of activities to enable pupils across the school to apply their developing skills in other subjects. This is a real strength of provision because they do this very successfully. Pupils discuss their work in almost all lessons, both in pairs and in small groups. Pupils write very effectively in subjects such as science, history and geography, expressing their own views and ideas particularly well. They have very good research skills, enabling them to access information both in books in the library and on the Internet and this has a very good impact on their learning.

Mathematics

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Consistently high quality teaching effectively supports learning.
- Very good assessment information is effectively used to target individual pupils' needs.
- There is very effective management of the subject with very good use of data analysis.
- Mathematics skills are well promoted in many subjects.

Commentary

61. Standards have significantly improved since the last inspection and are consistently well above average throughout the school. All pupils, including those with special educational needs, achieve very well. Standards have improved due to the successful implementation of the National Numeracy Strategy and the high expectation and challenge given to pupils, who carry out investigations on a regular basis to use and apply their mathematical skills. Good emphasis has been placed on improving mental computation and fact retention, which is effectively reinforced by regular homework and has a positive effect on raising pupils' basic number skills. Older pupils in Year 6 are set into smaller ability groups where work is well matched to challenge and support individual needs. This has a significant impact on the high standards achieved.
62. The quality of teaching is very good overall with no lessons seen less than good and one excellent lesson. This ensures that learning is consistently very effective in all numeracy lessons. Teachers have very good subject knowledge, plan very effectively together and use assessment information, often gained from effective plenary sessions, to help pupils reach their full potential. Teaching assistants offer very effective support and give good attention to the inclusion of pupils with special educational needs and teachers set challenging tasks for the higher attaining pupils. As a result, all pupils work very

conscientiously, are well motivated and challenged by the tasks teachers prepare. They are confident and proud to talk about their work.

63. The leadership and management of the subject are very good. Very effective monitoring of planning and pupils' work has ensured the subject leader has a very good idea of strengths and areas for development. Very good assessment procedures are well established and the school has detailed tracking systems where individual targets are regularly set and reviewed. The school has successfully involved pupils and parents in this process to further improve pupils' achievements.

Mathematics across the curriculum

64. The school has identified this as an area for development and inspection evidence confirms that very good cross-curricular links are made where mathematical skills are well promoted in many curriculum subjects to support pupils' learning. Pupils are encouraged to use their number skills from an early age to count and calculate everyday problems. They use their knowledge of two-dimensional shapes when drawing Tudor houses and can make a tally chart of a traffic survey in geography. Older pupils plot their findings on a graph when using a force meter in science and measure the speed of flow of the River Plym on a geography field trip.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Teaching and learning are both very good.
- Very good use is made of ICT to support learning in the subject.

Commentary

65. The inspection found that standards are currently well above expectations at the end of Year 2. Pupils' achievement is very good. There has been a very good level of improvement since the last inspection, when standards were found to be close to the national average. Pupils 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 materials and their properties and know, for example, that some materials are transparent, whilst others are opaque. The inspection found that standards are currently well above average at the end of Year 6 and pupils' achievement is very good. Pupils have a very 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 physical processes. For example, they understand well that when an object is immersed in water it appears to weigh less because of the upthrust due to buoyancy. Pupils have a well-developed scientific vocabulary, which they use effectively when recording their findings.

66. The quality of teaching and learning are very good. Teachers plan interesting lessons and ensure that the tasks given to pupils match their abilities very well. This ensures that all pupils have access to the curriculum. Pupils take part in lessons with enthusiasm and demonstrate good self-study skills. They are very effective independent learners and conduct investigations carefully, giving due attention to health and safety issues. Behaviour is consistently very good. Teachers have very good subject knowledge and this has a positive effect on pupils' progress. Teachers also make very effective use of questioning to extend pupils' knowledge and understanding. Assessment systems are very well developed and teachers make very effective use of the information gathered. Regular assessments show teachers what pupils have learned and what they need to do next to improve their understanding. Effective use is made of marking and this helps pupils to have a very good understanding of how they can improve their work.
67. The leadership and management of the subject are both very good. The subject leader has a clear vision for science and has produced a very effective action plan to improve standards, based on the analysis of national test results. The leader has had the opportunity to observe lessons and has a good grasp of pupils' achievement and the progress they are making. The subject is very well resourced and very good use is made of ICT to support learning in the subject, for example very good use of LCD projectors to engage pupils' interest in lessons.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **very good**.

Main strengths and weaknesses

- Assessment systems of the subject are excellent.
- Very good use is made of ICT to support learning in other subjects.

Commentary

68. Standards are well above expectations at the end of Years 2 and 6 and pupils' achievement is very good. This is due to the significant improvements that have been made to provision since the last inspection. Pupils make very 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. Pupils are able to use digital cameras effectively to produce high quality animations, combining their technical knowledge effectively with their well-developed design skills. Pupils' data-handling skills are well developed.
69. Teaching and learning are both very good. Teachers have very good subject knowledge and they are confident in using ICT in their lessons. 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 very 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 excellent and provides

teachers with detailed information to help improve pupils' 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.

70. The leadership and management of the subject are very good. The subject leader has detailed knowledge and understanding of ICT and has done much to raise staff confidence in the subject. He has implemented a highly effective assessment system, which makes very good use of on-line assessments to gauge pupils' progress and ascertain attainment. A good feature of assessment is that pupils are actively involved in the assessment process, which gives them a very good idea of the progress they are making and what they have to do to improve.

Information and communication technology across the curriculum

71. Very good use is made of ICT to support learning across the curriculum. Effective use is made of pupils' computer skills in science, for example. Pupils enter data into spreadsheets and produce line graphs of the decay in temperature as an object cools. Some teachers make good use of projectors and presentation programs, for example, to provide pupils with a stimulus for their art work on the Tudors. Most pupils have a very good level of competence in ICT, which they apply effectively to their work in many subjects.

HUMANITIES

72. **Geography** was not a focus for inspection and no lessons were seen. No judgments have been made on standards and the quality of provision. However, evidence gathered from the portfolio of work, displays and talking to staff and pupils indicates that standards are likely to be above national expectations. The subject makes a very positive contribution to pupils' multi-cultural development.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Religious education makes a significant contribution to pupils' spiritual, moral, social and cultural development.
- Good opportunities are provided for visits and visitors to support learning effectively.

Commentary

73. Standards of work throughout the school are in line with those expected in the agreed syllabus and all pupils achieve satisfactorily. Standards and provision have been maintained since the last inspection. Apart from lessons, evidence is drawn from teachers' planning, pupils' work, displays and discussions with staff and pupils. Through lessons and assemblies religious education makes a significant contribution to pupils' spiritual, moral, social and cultural development. Pupils have respect for the beliefs and

customs of other religions. In group discussions and circle times they develop their understanding of relationships and explore feelings and there are good opportunities to promote personal skills. By Year 6, many pupils have a secure understanding of the Christian faith and world religions such as Judaism, Islam and Hinduism. Pupils are given good opportunities to gain first hand experiences by visits to local churches and the synagogue. Visitors, including numerous local clergy and a Hindu priest, are regularly invited into school to effectively support pupils' learning.

74. Teaching in lessons observed is satisfactory and occasionally good. Learning is also satisfactory overall. Teachers manage their pupils very well and encourage them to show respect for other people's feelings and they have high expectations of behaviour. Resources are used effectively and work is well planned to stimulate pupils. Good cross-curricular links are often made, particularly using pupils' literacy skills when recording their work, and this has a positive effect on their learning.
75. The subject is well led and managed which is confirmed by the detailed portfolio of pupils' work. New detailed assessment procedures have recently been introduced to effectively evaluate pupils' understanding and help teachers plan more effectively for the future.

History

Provision in history is **very good**.

Main strengths and weaknesses

- Teaching is consistently very good where teachers plan exciting lessons to capture pupils' imagination.
- The subject leader is very effective in her role and has introduced new assessment procedures to track pupils' progress.

Commentary

76. Pupils attain standards well above those expected for their age throughout the school and all pupils achieve very well. Standards and provision have improved since the last inspection due to very carefully prepared lessons with some excellent cross-curricular planning that ensures learning is both meaningful and exciting for pupils. As a result, younger pupils have a very good sense of chronology and a real awareness of the differences between the ways of life now and in the past. They learn about the everyday life of famous people such as Florence Nightingale and important events like the Great Fire of London. By the end of Year 2, their knowledge is very secure and they have a good understanding of how events in the past changed people's lives. Older pupils' knowledge of daily life and customs is effectively extended by studies such as those on the Egyptians, Tudors, Victorians and World War II. By the end of Year 6, pupils distinguish between primary and secondary sources and are able to select and organise historical information using evidence to support their hypothesis.
77. Teaching and learning are very good overall. In most lessons teachers inspire pupils by a variety of stimulating activities including role-play and extended writing which actively involve pupils in events from the past. Imaginative linking of history with English and other

subjects such as religious education reinforces pupils' knowledge of the facts and helps them to identify with a character's feelings. Consistent and enthusiastic teaching encourages all pupils and maintains concentration. Effective use of ICT allows pupils to create their own good presentations.

78. The subject is very well led and managed. The subject leader encourages first hand experiences wherever possible. Excellent use is made of good quality artefacts, resources and displays, which capture pupils' attention. There are very good opportunities for visits including local museums, Exeter and Buckland Abbey. Visiting drama workshops and dance groups are very popular and thoroughly enjoyed by pupils who benefit from gaining a real understanding of historical periods such as the Tudors. History makes a significant contribution to pupils' spiritual, moral, social and cultural development. The subject leader very effectively overviews provision and has introduced effective new assessment procedures to share targets with pupils and track their progress.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

79. **Design and technology** was not inspected in detail. It is not possible to make a judgment about provision. However, from the sampling of pupils' work, conversations with pupils and staff, it appears that standards are above expectations throughout the school. The quality of work on display indicates that teaching is at least good and pupils are making good progress in their acquisition of skills at both key stages.
80. **Music** was not a focus for this inspection. It is therefore not possible to make a firm judgment about overall provision. From available evidence, however, it is clear that standards in singing are above expectations because of the good teaching of music skills.

Art and design

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

Main strengths and weaknesses

- Teaching is imaginative and inspires pupils to be very creative.
- Very good links with visiting artists result in high quality work.
- The subject makes an excellent contribution to pupils' cultural development.
- The subject is led and managed very well.
- Very good use is made of ICT to support learning.

Commentary

81. Standards are well above expectations at the end of Years 2 and 6. Pupils' achievement is very good throughout the school. This represents a good level of improvement since the last inspection, when standards were judged to be good. The youngest pupils have well developed drawing skills. They use these effectively to illustrate their work in other subjects. They use a wide range of media confidently and produce large-scale, colourful work. Older pupils study the work of various artists. For example, a study of Paul Klee's

The Nile enabled pupils to produce work in a similar style, illustrating the Egyptian concept of the 'Journey of Life'. Pupils in Year 6 use various sources of information well when considering Tudor portraits. They are able to produce detailed colour 'swatches' and choose the best one for colouring their own 'Tudor' portraits. Pupils are good at evaluating their work and considering how they can improve their work in progress.

82. Teaching and learning are both very good throughout the school. Teachers have very good subject knowledge, which they use effectively to extend pupils' knowledge and understanding of the subject. Teaching is imaginative and inspires pupils to be creative and to experiment with colour, shape and texture. Pupils have very positive attitudes to the subject and behaviour in lessons is very 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 very 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. Very good links with visiting artists have resulted in a very high quality mural produced by the pupils. This illustrates various folk-lore motifs and the design traditions of, for example, Native Americans, Aborigines, African art and the Aztecs. As a result of this and other very good opportunities to observe design traditions, the subject makes an excellent contribution to pupils' cultural development.
83. The leadership and management of the subject are very good. The subject leader has a very good grasp of where the subject needs to improve and has detailed plans for work with art in the community for next term. The curriculum is broad, balanced and covers all strands of the programme of study. There are good links with other subjects of the curriculum and very good use is made of ICT to support learning in the subject. Resources are good and this has a positive effect on the progress pupils make.

Physical education

Provision in physical education is **very good**.

Main strengths and weaknesses

- Very good use is made of the expertise of staff, specialist teachers and professional coaches to support learning.
- Excellent extra-curricular activities make a significant contribution to pupils' skills.
- Standards in teaching are consistently high.
- The subject leader provides strong leadership and is well supported by colleagues and parents.

Commentary

84. Standards in physical education are well above the national expectations and all pupils, including those with special educational needs and talented pupils, achieve very well. Standards have significantly improved since the last inspection as the subject is given high priority on the timetable. All aspects of physical education are very well covered, including outdoor education. Good opportunities are provided for pupils throughout the school to attend swimming lessons during the summer term. As a result, the majority of pupils can swim at least 25 metres by the end of Year 6 and many are confident swimmers. The school provides an excellent range of lunchtime and after-school clubs

which very effectively support pupils' learning and skills development. Very good use is made of staff expertise together with specialist secondary teachers and professional coaches from local sports clubs to support a varied programme of physical education. This includes football, rugby, hockey, netball, cross country, dance and trampoline clubs, which are very well supported and very effectively support pupils' social development.

85. The quality of teaching and learning is very good. Lessons are carefully planned with clear objectives which encourage pupils to participate enthusiastically, work hard and thoroughly enjoy their lessons. Pupils' learning is enhanced by teachers' confidence, good subject knowledge, very thorough warm up and teaching of basic skills. Teachers intervene and use demonstration well to encourage pupils of all abilities to participate fully in all activities. Very effective use is made of all resources, including the extensive grounds and facilities available.
86. The subject leader is very enthusiastic and provides very strong leadership and management. She is well supported by colleagues and parents who freely give their time to support numerous activities. Effective procedures have been devised to assess the progression of skills and achievements, which are shared with pupils. The school is justifiably proud of provision in physical education, which is a major strength.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in is **very good**.

Main strengths and weaknesses

- Very good opportunities for pupils' personal development are effectively integrated into many lessons.
- The curriculum for pupils' personal development is very good.

Commentary

87. The school gives a very high priority to the provision of pupils' personal, social and health education and, as a result, standards are well above expectations. Pupils' levels of achievement are very good. They develop a strong sense of respect for the feelings, beliefs and values of others because all adults in the school promote the spiritual, moral, social and cultural development of pupils well. A significant feature is the wide choice of activity that pupils are given and the good opportunities to undertake personal research, both in books and on the Internet. This enables them to take responsibility for their own learning and develop a lifelong skill.
88. Teaching and learning are very good. Pupils are provided with good opportunities to develop their interpersonal skills during numerous sports fixtures and the residential trip. Sex education is taught to older pupils by staff supported by the school nurse and issues of drug misuse through outside visitors such as the 'Life Education Caravan'. Staff work hard to provide a calm environment that encourages pupils to work well together in class and around the school. As a result, inclusion is very good. Many aspects of personal development are very effectively integrated into discussions, through the school council, assemblies and numerous lessons, including science and physical education.

89. The leadership and management of the subject are very good. The very good quality of the curriculum and the high focus on spirituality in both lessons and collective worship enable pupils to reflect thoughtfully on their own views and beliefs. The cross-curricular approach to curriculum design means that issues are dealt with effectively in the context of real life situations and in the course of pupils' learning.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	2
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	2

Overall standards achieved	2
Pupils' achievement	2

Pupils' attitudes, values and other personal qualities (ethos)	2
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2

The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils' needs	2
Enrichment of the curriculum, including out-of-school activities	1
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	2
The effectiveness of the school's links with parents	1
The quality of the school's links with the community	2
The school's links with other schools and colleges	1

The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	1
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).