

INSPECTION REPORT

Rydon Community Primary School

Kingsteignton, Newton Abbot

LEA area: Devon

Unique reference number: 113243

Headteacher: Neil Graham

Lead inspector: Stephen Dennett

Dates of inspection: 14th to 17th March 2005

Inspection number: 267609

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: 485

School address: Rydon Road
Kingsteignton
Newton Abbott
Devon
Postcode: TQ12 3LP

Telephone number: 01626 356420
Fax number: 01626 334378

Appropriate authority: Governing body
Name of chair of Mrs Dawn Early
governors:

Date of previous 23rd November 1998
inspection:

CHARACTERISTICS OF THE SCHOOL

Rydon Community Primary School serves the community around Rydon Road and surrounding districts. It provides full-time education for 485 pupils aged four to eleven. The school is larger than most primary schools. At the time of the inspection 37 children were under five years of age. The school's roll has risen significantly since the last inspection. Nearly all the pupils are from a white British background and all pupils speak English as their first language. The number of pupils eligible for free school meals (7 per cent) is below the national average and has fallen since the last inspection. Overall the social and economic circumstances of pupils are broadly average, although a minority come from relatively advantaged backgrounds. Fifty-one pupils (11 per cent) have been identified as having special educational needs. This figure is below the national average. There are six pupils (1.3 per cent) attending the school who have Statements of Special Educational Need which is in line with the national average. Pupils have been identified as having moderate learning difficulties, speech and language problems, social, emotional and behavioural difficulties, visual and hearing impairment, physical disabilities and autism. Inward pupil mobility has now stabilised from a high level and is broadly average. The composition of year groups varies considerably but, overall, pupils' attainment on entry to the school is broadly average. The school has participated in a number of local and national

initiatives and has received the Active Mark (2002), Healthy Schools (2003), the Schools' Achievement Award (2000) and the School Travel Plan Bronze Award (2003) and Silver Award (2004).

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
13712	Stephen Dennett	Lead inspector	Religious education Art and design Design and technology
11564	Jean McKay	Lay inspector	
20893	David Curtis	Team inspector	English Physical education Personal, social and health education Foundation Stage
22254	Hazel Callaghan	Team inspector	Science Geography History
13307	Ian Hancock	Team inspector	Mathematics Information and communication technology Music

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an **effective** school with a number of very good features and no significant weaknesses. Standards are above average and the quality of teaching is good overall. The quality of education provided by the school is good. The leadership of the school by the headteacher and senior managers is very good. The school provides good value for money.

The school's main strengths and weaknesses are:

- Standards are higher than average.
- The leadership and management are very good overall.
- The school has a very good ethos and the support, guidance and care of pupils are also very good.
- Teaching and learning are good, with some very good features.
- Although satisfactory overall, procedures for assessing pupils' work and progress need further development.
- Provision for children at the Foundation Stage is very good.
- The school's partnership with parents is very good.
- Improvements need to be made to the provision for outdoor play.

The school has made a good level of improvement since the last inspection. Standards have risen overall and there have been significant improvements in the overall educational provision. All minor issues raised at the time of the last inspection have been dealt with well.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	B	B	C	E
mathematics	C	C	B	D
science	B	A	C	E

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

Inspection findings show that standards are above average overall and pupils' achievement is **good**.

In the 2004 national tests at the end of Year 6, standards were average in English and science and above average in mathematics. However, when compared with similar schools, pupils' performance was well below average in English and science and below average in mathematics. The reason for this is that there were a higher percentage of pupils with special educational needs in the year group compared with previous years and not enough pupils achieved the higher Level 5 in all three core subjects.

Standards at the end of Year 2 in the 2004 national tests were average in reading. They were well above average in writing and above average in mathematics. In comparison with schools with a similar number of pupils eligible for free school meals, standards were below average in reading, above average in writing and average in mathematics.

Current standards are above average in all subjects inspected at the end of Year 2 and Year 6, with the exception of science in Year 6, where standards are average. Pupils' achievement is good throughout the school in all subjects inspected. The improvements in standards have been brought about by changes in the staffing structure and new staff, which have resulted in improvements in the good quality of teaching seen at the time of the last inspection.

The ethos of the school is very good. Attendance is very good and pupils arrive to school on time. They have very positive attitudes and they concentrate very well in lessons. Behaviour is consistently very good and occasionally excellent. Pupils' spiritual, moral, social and cultural development is also **very good**.

QUALITY OF EDUCATION

The quality of education is **good** overall.

Teaching and learning are good overall. At the Foundation Stage, teaching is very good, as children are making rapid gains in their learning, especially in their language and social development. Nearly half of the lessons seen during the inspection were very good and a few were excellent. Recent changes in staff have increased the overall quality of the teaching team and this is beginning to raise standards rapidly. Planning is very good and all teachers are very effective in engaging pupils' interest in lessons. Resources and teaching assistants are used very effectively. The latter make a very valuable contribution to pupils' learning. All teachers insist on high standards of behaviour and this results in pupils making good progress in their learning. Assessment in English and mathematics is generally good but, in other subjects, procedures need to be developed further to track individual pupils' progress better.

The curriculum is good and provides a wide and varied programme for pupils to follow. All statutory requirements are met. It is enriched very well by clubs, after-school activities, visits and visitors into school. Pupils also have good opportunities to participate in sports and the arts. The accommodation is good overall, but further improvements need to be made to outdoor play areas to include large climbing apparatus for the youngest children. Resources are generally good.

Provision for pupils' support and guidance are very good. Provision for their welfare is good. Relationships are very good throughout the school and these have a very positive effect on pupils' social development. Pupils are actively involved in the running of the school, through the school council and the 'buddies' scheme of playground helpers. This aspect of the school's provision is very good.

The partnership the school has with parents is very good. Parents are kept well informed and the school actively involves parents in the school's development by holding meetings and conducting regular surveys. Links with the community and other schools are good.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **very good** overall. Governance is good. The school is very well led by the headteacher and he is very well supported by the deputy headteacher and other senior staff. The head and deputy have a very effective working partnership, which has produced a real sense of teamwork throughout the school. The governing body fulfils its statutory responsibility well and governors are very effective in

challenging and supporting the management of the school. The management of the school is good overall and systems for self-evaluation are very good.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents' views of the school are very good. They think it is very well run and provides them with high-quality information, which they appreciate. Parents think teachers have a very good grasp of their children's abilities and needs.

Pupils' views of the school are very good. They enjoy school very much and are enthusiastic about learning. They very much like being included in the decision-making process through the school council.

IMPROVEMENTS NEEDED

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

- improve the quality and consistency of assessment in reading, science and non-core subjects;
- improve provision for outdoor play at the Foundation Stage.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

Standards achieved in areas of learning and subjects

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

Main strengths and weaknesses

- Children at the Foundation Stage achieve well, especially in their language and social development.
- Pupils achieve above average standards in mathematics in national tests.
- Standards in nearly all subjects are above expectations and pupils achieve well.

Commentary

1. Children enter the Foundation Stage with levels of attainment that are generally average, although this varies from year to year. The current cohort of children are achieving well. The majority are likely to exceed the early learning goals in all areas except physical development by the time they enter Year 1. Children do especially well in their language and literacy development and in their personal, social and emotional development.
2. In the 2004 national tests at the end of Year 2, standards were average in reading. They were well above average in writing and above average in mathematics. Standards were below those found in similar schools in reading, but above average in writing and average in mathematics. In reading the proportion of pupils achieving the higher Level 3 was average. In writing and mathematics the proportion was well above 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 2004

Standards in:	School results	National results
reading	16.2 (16.2)	15.8 (15.7)
writing	16.2 (15.6)	14.6 (14.6)
mathematics	17.2 (16.8)	16.2 (16.3)

There were 78 pupils in the year group. Figures in brackets are for the previous year

3. The results for 2004 national tests at the end of Year 6 indicate that standards in English and science were average. Standards in mathematics were above average. In English and mathematics, results were well below average when compared with pupils' prior attainment at the end of Year 2 and below average in science. In English, mathematics and science, the proportion of pupils gaining the higher Level 5 was average. The school's improvement in test results between 2000 and 2004 was in line with the national trend. The amount of progress pupils made between the end of Year 2 and the end of Year 6 in 2004 was below average.

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

Standards in:	School results	National results
English	27.5 (28.0)	26.9 (26.8)

mathematics	27.9 (27.4)	27.0 (26.8)
science	29.2 (30.1)	28.6 (28.6)

There were 64 pupils in the year group. Figures in brackets are for the previous year

4. Standards are now better than indicated by the most recent test results, as the overall quality of teaching has improved over the last year due to staff changes and pupils are making good and sometimes very good progress in their learning. The inspection judges that standards in English are currently above average at the end of both Years 2 and 6. Pupils' achievement is good. Most pupils have well developed speaking and reading skills. Standards of writing are above average at the end of Year 2 and above average in reading at the end of Year 6. Pupils make good use of their literacy skills in other subjects. Standards in mathematics are currently above average at the end of Years 2 and 6. Pupils' achievement is good. Standards in mental arithmetic are good throughout the school. Pupils make good use of their mathematical skills in other subjects, especially in science. In science, standards are currently above average at the end of Year 2 and pupils' achievement is good. Standards at the end of Year 6 are average overall. This year group made insufficient progress in Year 5, but has regained ground rapidly since entering Year 6. In Years 3, 4 and 5, standards are above average. Pupils' investigative skills are good throughout the school. Pupils' achievement is good overall.

5. The inspection team inspected standards in art and design, history, information and communication technology (ICT), physical education and religious education. In all these subjects, pupils achieve well and standards are above average at the end of Year 2 and Year 6. Pupils make good use of their ICT skills when learning in other subjects. Pupils with special educational needs make good progress in relation to their prior attainment when they are withdrawn to work individually or in small groups and achieve well. When working in class pupils achieve at a similar rate to their peers. The school has identified a small number of gifted and talented pupils, who receive extra support and encouragement from a specially appointed teacher. These pupils generally made good progress in their learning and achieve standards which are commensurate with their abilities.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **very good**. Their personal development, including their spiritual, moral, social and cultural development, is **very good** overall. Attendance and punctuality are **very good**.

Main strengths and weaknesses

- Pupils are very interested and involved in all aspects of school life.
- They show initiative, take responsibility and have a desire to learn.
- The school promotes very good relationships.
- Pupils' spiritual, social and moral development is very good.
- Pupils enjoy school and attend regularly.

Commentary

6. Almost all children at the Foundation Stage will exceed the early learning goals for their personal, social and emotional development by the time they start Year 1. Their achievement is very good. Children relate exceptionally well to each other, especially when they work and play together in pairs and groups. Relationships with adults are very strong and contribute to children's impressive levels of self-confidence. A significant strength is the way children work independently of adults and show sustained levels of concentration in the activities set by an adult or those which they choose for themselves.
7. Pupils' attitudes towards school and their behaviour have improved since the last inspection and are now very good. The vast majority of pupils readily participate in the life of the school and the range of activities outside the classroom. Pupils are prepared to take responsibility and show initiative. This is exemplified by their involvement in the active school council, in the work of the 'Buddies' and pupils' reliable response to being classroom monitors. The atmosphere in the school is calm, purposeful and happy. Behaviour is very good. Pupils move around the school sensibly and play together harmoniously. There was no evidence of oppressive behaviour at the time of the inspection. There have been no exclusions in the past year.
8. Relationships throughout the school are very good and the school stimulates in pupils a desire to learn. Pupils who were interviewed expressed very positive views about all aspects of the school. They have good and trusting relationships with each other and with adults, both at work and at play. Parents are secure in the knowledge that the school promotes pupils' care of and respect for one another very well.
9. Provision for pupils' spiritual, social, moral and cultural development is now very good overall. This is an improvement since the last inspection. The provision for pupils' spiritual awareness is very good. The ethos of the school ensures that there are regular opportunities for pupils to reflect on what they think is important and to develop empathy and respect for other people's ideas and beliefs. Their spiritual development is particularly well promoted through the religious education curriculum and assemblies. The personal, social and health education curriculum provides very good opportunities for pupils to discuss and reflect on a range of moral and social issues across all subjects. The range of educational visits and visitors to the school and the wide range of activities outside the classroom also encourage pupils to develop socially and morally. The provision for pupils' cultural development is good. Pupils have many opportunities to enjoy cultural aspects of the curriculum. They have a good understanding of the different cultures, festivals and beliefs of people around the world. Pupils' awareness of England as a multi-cultural society is promoted well, especially through religious education, but their multi-cultural awareness is not as well developed as other areas of their personal development. The introduction of a stimulating range of multi-cultural books is also stimulating pupils' knowledge, interest and ideas.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data:	4.4
National data:	5.1

Unauthorised absence	
School data:	0.4
National data:	0.4

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

10. The school's overall attendance rate of 95.1 per cent is very good. Parents are clear about their responsibilities to send their children to school regularly and on time. Parents also recognise that this regular attendance has a positive effect on their child's achievement. Pupils are punctual and a prompt and efficient start is made to individual lessons and this has a positive effect on their learning.

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**. Provision for pupils' care, welfare, health and safety is **good**. There are **very good** links with parents. Links with the community and other schools are **good**.

Teaching and learning

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

Main strengths and weaknesses

- Teaching is very good in the Foundation Stage.
- Planning is very effective.
- Classes are well organised and teachers insist on high standards of behaviour.
- Assessment, although satisfactory, needs to be developed further to include the tracking of individual pupils' progress in subjects other than English and mathematics.

Summary of teaching observed during the inspection in 55 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (4%)	22 (40%)	23 (42%)	8 (15%)	0 (0%)	0 (0%)	0 (0%)

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

11. Teaching and learning in the Foundation Stage are very good. Teachers have a very 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 is very good and ensures a smooth transition to the National Curriculum in Year 1. Assessment is very good and this ensures that learning tasks are well matched to the children's needs. Teachers encourage children to do their best and provide a wide range of interesting activities. As a result, children apply themselves enthusiastically to their work. Teachers make very good use of the teaching assistants and they make a positive contribution to children's learning. Assistants are carefully deployed, ensuring that their skills are used to best effect when supporting children in small groups. They are effectively briefed and work very well with the teacher.

12. The quality of teaching and learning in the rest of the school is good. During the inspection, nearly half of the teaching was judged to be very good. Occasionally teaching is excellent. The teaching of English and mathematics is good throughout the school. Planning is very effective and clearly identifies what pupils need to learn in each lesson. As teachers plan together, this ensures that pupils in parallel classes receive the same content in their lessons and there is a high degree of consistency in teaching practice and in quality of learning. 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. Good use is made of interactive whiteboards to engage pupils' interest in some lessons and to explain difficult concepts effectively. Very effective use is made of teaching assistants in the younger classes. 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.
13. Pupils' levels of concentration in most lessons are good. Teachers constantly challenge pupils to do their best and provide the most able with stimulating extension work. There are good systems for ensuring good behaviour and pupils respond very well. The very good behaviour seen in nearly all lessons has a positive effect on the progress pupils make in their learning. 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.
14. The teaching of pupils with special educational needs is good. Teaching is well supported by teaching assistants. Staff ensure that the work given to pupils matches the targets set in their individual education plans. However, individual education plans are not always sufficiently specific to the pupil's needs. Pupils make good progress and achieve well and are taken off the register where appropriate. School uses national test results, intermediate tests and individual reading and other tests to track progress, which is regularly monitored by the special needs co-ordinator, teachers and teaching assistants to ensure work is appropriately matched to the needs of pupils.
15. There are strengths in the assessment and tracking of pupils' progress in writing and mathematics throughout the school and this is having a positive impact on the setting of targets for individual pupils and in the raising of standards. However, in Years 1 and 2, there is insufficient detailed analysis of pupils' progress in reading with the result that they are not achieving as well as they do in writing. This is because teachers do not have a sharp enough focus on what pupils need to do in order to reach the higher levels within reading. In non-core subjects there is no assessment of key skills to show pupils, teachers or parents the progress being made as pupils move up through the school. As a result, it is not evident to pupils in particular what they need to do in order to improve key skills in these subjects. Pupils have a good understanding of how they can improve their work, as teachers share with pupils what they are going to learn in lessons and review how well pupils have learned at the end of the lesson. Teachers' marking is also constructive and helps pupils correct their work and identify what they need to do to improve.

The curriculum

The curriculum is **good**. It is greatly enhanced by **very good** opportunities for enrichment, including a wide range of extra-curricular activities.

Main strengths and weaknesses

- Good cross-curricular links make the curriculum relevant to all pupils and standards in most subjects have improved.
- Provision for personal, social and health education is very good.
- Provision for special educational needs is good.

Commentary

16. The school provides a rich curriculum that fully meets all statutory requirements. The curriculum has been developed and improved significantly since the last inspection so that learning is meaningful and challenging to all pupils. This is because teachers are planning purposeful links between subjects to make learning more relevant and stimulating. As a result standards have improved in many curricular subjects and pupils are achieving well. Independence is encouraged as part of learning which increases pupils' confidence and self-esteem. For example, in mathematics and science more opportunities have been provided for investigation and problem solving activities to support learning effectively and raise standards of achievement. The school actively evaluates its own curricular provision. New innovations, such as developing links across the curriculum in writing and providing more opportunities to use ICT skills in other subjects, have already had a positive impact on standards achieved.
17. Teachers work very hard and give time freely to provide numerous activities, including a wide range of extra-curricular activities which greatly enrich many aspects of the curriculum. There is a strong programme of visits to different venues and regular visitors are invited to broaden pupils' experiences. These have a very positive effect on pupils' learning and achievement. Regular visits to places of interest promote pupils' learning in history and geography very well. Their understanding of Christianity is developed very well by visiting clergy and this gives rise to stimulating and interesting discussions.
18. Very high priority is given to the provision for pupils' personal, social and health education. This is an integral part of the school's very positive ethos. The school has adapted a detailed scheme of work where effective links are made to many curriculum subjects to ensure all aspects of personal, social and health education are well covered. Healthy eating and living are encouraged and the approach to sex, relationships and drugs awareness is well suited to pupils of this age. Transition between year groups is seamless and pupils are well prepared for each stage of their education.
19. The school's good provision for pupils with special educational needs means that individuals in need of support are identified at an early stage. Good support is provided to ensure that pupils with special educational needs and those identified as gifted and talented progress in a confident manner. The new co-ordinator has worked hard to ensure all pupils on the register are regularly monitored and that their individual education plans are kept up to date. She recognises that some of these targets are not precise enough to direct learning and intends to address this issue.

Teaching assistants have a good understanding of the needs of individual pupils and provide good quality support to keep pupils focused and fully involved in all activities.

20. The school has invested in a good number of teachers and assistants to deliver the curriculum well. This has had a positive effect on raising standards. The school's accommodation is good overall and promotes a good learning environment for its pupils. The school is maintained to a high standard and is free of graffiti and litter. New classrooms have recently been added to improve accommodation and give pupils enhanced learning opportunities. The new ICT suite has had a major effect in improving ICT skills and broadening children's learning opportunities. There are good outdoor play areas including a caged playground and a football field. However, when it is wet and the school field cannot be used, a number of minor accidents occur because of the large number of children in the playground. Because the school has grown so rapidly, there is also a lack of storage space in the school. In the reception classes, whilst there is a secure outdoor play area, it is not large enough. One class does not have cover for outdoor activities and there is no fixed apparatus for climbing, which inhibits children's opportunities for adventurous play. Resources in all subjects are good, except for geography where they are satisfactory. Each class has a networked computer and the use of projectors and interactive whiteboards.

Care, guidance and support

Provision for pupils' care, welfare, health and safety is **good**. Personal support and guidance for pupils are **very good**. The steps taken to involve pupils in the work and development of the school are **very good**.

Main strengths and weaknesses

- All staff are fully aware of their roles and responsibilities to guide and support all pupils.
- Pupils have a secure and trusting relationship with adults in the school.
- Pupils feel fully involved in school life and their views are valued.
- There are very good induction arrangements.

Commentary

21. Procedures for ensuring child protection are good and are carried out in accordance with local practice. All teaching staff are supported well by outside agencies who regularly visit the school. Although this is a large school, parents believe that all children are very well known and his or her needs are personally assessed and catered for. Inspection evidence agrees that this is indeed the case. The school takes seriously the health and safety of all pupils and makes regular safety checks of the school. During the inspection, pupils were able to say exactly what they would do in the event of a fire and who they would approach if they had a problem with bullying or harassment.
22. The care of pupils is at the heart of the school's very good ethos and is monitored well by all adults in school, who also act as effective role models. Parents spoken to during the inspection said they would have no hesitation in approaching the school if they had a problem. Teachers and teaching assistants work sensitively and very

conscientiously to meet the needs of all pupils in their care, especially those with special educational needs. The organised and caring approach of all staff results in the school being a well-ordered community where good behaviour is successfully promoted. During the inspection some parents said they thought the playground was too small for the number of mixed age pupils, which had led to a number of 'bumped head' incidents. Although these are well logged and parents are informed of any accidents, inspectors agree with these concerns.

23. The school council is firmly established in the school. Pupils told inspectors how much they valued being a part of it and they 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 have been instrumental in a number of initiatives, including a friendship bench in the playground. They have also supported various charity appeals.
24. Parents spoken to at the meeting and during the inspection thought that arrangements to settle children well into school are very good. The booklet '*Preparing your Child for School Life*' is much appreciated, as are the informal introductory meetings for new parents. The school also provides a visit programme through which new pupils can meet his or her new teacher informally before they commence their school life.

Partnership with parents, other schools and the community

There are **very good links** with parents. There are **good** links with the local community and with other schools.

Main strengths and weaknesses

- The school makes very good efforts to involve parents in their child's education.
- Parents appreciate the very good information they receive from the school.
- Parents contribute very well to pupils' learning at home and at school.

Commentary

25. The very strong links with the parents, praised in the last inspection report, continue to the present time. There is an openness between parents, governors and the school which has grown since the last inspection. Parents spoken to at the meeting and during the inspection said they would have no hesitation in approaching the school if they had a problem and they very much appreciate the presence of the headteacher in the playground each morning before lessons commence. Parents also appreciate the efforts made by the school to involve them in their children's education, for instance the topic sheets which they receive at the beginning of every term. The strength of this link with parents makes a very positive impact on relationships within the whole school community. Formal meetings are well attended and parents appreciate the detailed information they receive in the annual report. Parents of pupils with special educational needs said they are fully involved and informed about their children's reviews and targets for development.
26. Parents also make a very good contribution to pupils' learning at home and at school. During the inspection some parents were seen preparing fruit for the 'healthy eating'

snack, whilst others were planning the Saturday morning craft fair. All parents are members of the Parents' Association which raised £10,000 towards school funds last year. This Association has provided many valuable resources such as whiteboards used by pupils in classes, videos, computer equipment and mathematical equipment. Members of the local community are also invited to the school Summer Fair and Christmas Bazaar.

27. The school strives to maintain its good links with the local community and with many primary schools in the area. Pupils who will be leaving to commence the next stage of their education are well prepared by their visits to nearby Teign School and are already undertaking transitional work. Prior to this teachers from the school will visit the school regularly to take lessons. Many sporting links including tennis, cricket and rugby are maintained with other schools in the area and are much enjoyed by pupils.

LEADERSHIP AND MANAGEMENT

The overall leadership and management of the school are **good**. The leadership of the school is **very good**. Management and governance are both **good**.

Main strengths and weaknesses

- The headteacher has a clear vision for the school and provides very strong and principled leadership.
- The headteacher has developed effective teams that work successfully towards further school improvement.
- The role of governors has significantly improved.
- The selection, induction and support of staff are very good.

Commentary

28. The personal commitment and vision of the headteacher is a significant strength of the school. The school's strong ethos promotes pupils' very positive attitudes to learning and has a considerable impact on raising their achievement. The minor issues for improvement identified in the previous report have been successfully addressed to a large extent. Pupils' personal development, teaching and learning have all improved under the very good leadership of the senior management team.
29. The leadership by the headteacher is very good. He has high aspirations for the school in which he is very well supported by the experienced deputy headteacher, other staff and governors. Positive relationships and the inclusive philosophy of the staff enhance pupils' learning and achievement.
30. The leadership of other key staff is also very good. As the school has grown in size additional managers have been introduced. The roles of the new Unit Leaders is still evolving and their management skills developed, but the additional structure is already proving beneficial in terms of staff support and consistency of school ethos and procedures. Subject leaders are enthusiastic in leading and managing their subjects and there are systematic procedures for monitoring standards, teaching and learning. Assessment of pupils' work and progress are used well by the senior management team to monitor pupils' achievement in English and mathematics but some aspects of assessment are not sufficiently rigorous to ensure all pupils achieve well in all subjects.
31. The leadership and management of special educational needs are good. The co-ordinator is well qualified and in a good position to support special educational needs as she has no class responsibilities. She has regular formal and informal meetings with class teachers and teaching assistants. She also regularly monitors all pupils on the register, which ensures they make good progress in their learning. There are good relationships with outside agencies. There is a good action plan which has appropriate targets, including the further improvement of the quality of individual education plans and the tracking of pupils. The management of gifted and talented pupils is good. The recently appointed leader for this aspect of education has set up a register of pupils to recognise different skills. Records are kept whereby the school identifies opportunities

to support individual pupils' needs, for example courses outside the school. As a result of good provision, gifted and talented pupils make good progress overall.

32. The governance of the school is good and has improved since the last inspection. The chair of governors is very supportive and the governing body is committed, enthusiastic and hardworking. Governors have an improved view of the strengths and weaknesses of the school because they are now well informed and fully involved in the life of the school. They regularly monitor lessons and curricular provision. Governors are effectively involved in strategic planning and support the effectiveness of the school by asking challenging questions. All statutory requirements are met.
33. Management procedures at all levels are thorough and well defined. The school improvement plan is comprehensive, clear and identifies areas for development well. It is a very effective document and has led to several important improvements in the quality of educational provision and the raising of standards in all subjects. It is the result of very good self-evaluation and effective monitoring of performance information. The financial management of the school is good, especially since the amount of money provided per child is low compared with that found nationally. The headteacher works closely on all financial matters with the school administrator and finance committee of the governing body. The governors apply the principles of best value satisfactorily. They compare the work and standards of the school successfully with other schools and look for value for money in their services and purchases. They are not yet fully evaluating the impact of their spending decisions. The selection, induction and support of staff are very good. Together with the strong leadership and guidance provided by the senior management team, this has ensured the consistent, good quality teaching that is evident through the school. The school is effective in the education it provides and pupils achieve well throughout the school. It provides good value for money.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	1,067,679	Balance from previous year	14,625
Total expenditure	1,056,759	Balance carried forward to the next	27,863
Expenditure per pupil	2,192		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **very good**.

34. Children start school in September or January in the year in which they become five. On starting school, standards meet expectations for four-year-olds across all areas of learning. Because of very good teaching, all children exceed the early learning goals in all areas of learning, with the exception of physical development, by the time they start Year 1. Achievement is good overall. There are strengths in the quality of teachers' planning, including the very effective use of teaching assistants. Assessment is very good, with children's progress carefully tracked against the stepping stones for each area of learning. The curriculum provided is very good and covers all areas of learning very well, with the exception of aspects of children's physical development. Whilst children have access to a secure outdoor play area, it is not large enough. In particular, there is no fixed climbing apparatus and there is no pathway along which children can ride bicycles and tricycles. As a result, these aspects of children's physical development are not as strong as in other areas of learning. Leadership and management are very good and contribute to a very successful team of teachers and assistants who provide children with a high quality start to school life. There has been a very good level of improvement in provision since the last inspection.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children are very confident and independent learners.
- Relationships are excellent.

Commentary

35. Teaching and learning are very good and have a significant effect on learning as virtually all children exceed the early learning goals by the time they start Year 1. Achievement is very good. Teachers have very high expectations of children and see this area of learning as crucial to children's development and in establishing the school ethos from the very beginning. As a result children relate exceptionally well to each other, especially when they work and play together in pairs and groups. Relationships with adults are very strong and contribute to children's impressive levels of self-confidence. A significant strength is the way children work independently of adults and show sustained levels of concentration in the activities set by an adult or those which they choose for themselves.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children make particularly good progress in writing.
- They are confident in speaking and listening.

Commentary

36. Because of very good teaching, children's achievement is very good and the majority will exceed the early learning goals by the end of reception. The teaching of key skills is very good, with the result that children have a good knowledge of letter sounds. Together with a promotion by teachers of a love of reading, this results in children being successfully established on the school's reading scheme. Key writing skills are taught particularly well, with the result that most children write simple sentences unaided by the end of the year. Through high-quality and effective questioning skills, teachers make a significant contribution to children's very good listening skills and to their confidence in answering questions and in initiating conversations with each other and adults.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children enjoy looking at number patterns.
- Children have very good counting skills.

Commentary

37. Children's achievement is good and by the time they start Year 1 the majority will have exceeded the early learning goals. Teaching and learning are very good, with strengths in the teaching of key number skills. Children are confident in reading, writing and ordering numbers to 20 and understand how to find 'one more than' and 'one less than'. They have a good understanding of patterns and more-able children know 'odd and even' and take great delight in pointing out the pattern of 'odd and even' in number squares. Children understand how to find pairs and make good progress in counting in twos. Children recognise and name accurately common two-dimensional shapes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Teachers plan an exciting and stimulating range of learning experiences based on first-hand experiences.

Commentary

38. Teaching and learning are very good and as a result most children exceed the early learning goals by the end of reception. Achievement is good. Children have a good understanding of other cultures through imaginative and exciting work linked to the Chinese New Year. The recent farm visit has been linked successfully by teachers to children developing a very good understanding of new life and of life cycles of animals, including frogs. Children develop a good understanding of the immediate world around them and identify their homes on local maps. Children are very competent in using computers, especially in their 'click and drag' skills when using the mouse. Classroom displays are rich and provide stimulating resources to promote children's imagination. In addition, high-quality displays of children's work show how teachers value the efforts of the children.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Outdoor play is a strong focus in teachers' planning.
- Restricted space and facilities inhibit aspects of children's development.

Commentary

39. By the end of reception, children meet the early learning goals and achievement is satisfactory. Teaching and learning are satisfactory. Teachers plan for and make effective use of the secure play area, particularly for role-play activities, large construction kits and water/sand play. However, only two of the classrooms have a covered area and the space is too small in order for children to have regular access to climbing activities. Equally, the space does not allow children the opportunity to pedal or ride on large toys along 'pathways'. As a result, children's progress in these aspects is underdeveloped. However, children make good progress in skills which involve them using their hands for cutting, pasting, threading and making models.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children show great enjoyment of all aspects of this area of learning.

Commentary

40. Teaching and learning are very good, with the result that most children exceed the early learning goals by the time they start Year 1. Achievement is good. Children enjoying singing familiar songs and rhymes and take great delight in performing the

accompanying actions. Children show good skills and concentration when painting and making three-dimensional shapes. During the inspection, there was particular enjoyment when they made scarecrow, including offering the teacher no end of advice as to how she could make the nose stick on the face. Role-play is used effectively by teachers to promote learning and children's personal and social development.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards in speaking and listening are good throughout the school.
- Pupils' use and application of literacy skills in other subjects is good.
- Assessment in reading is not as effective as it should be.

Commentary

41. Results of the 2004 National Curriculum tests for pupils in Year 2 were average in reading and well above average in writing and continued the recent trend of higher standards in writing than in reading. In reading, the proportion of pupils achieving the higher Levels 2a and 3 is not as high as in writing. Standards are above average overall, although standards in reading are average. Pupils' achievement is good overall, but satisfactory in reading.
42. Results of the 2004 National Curriculum tests for pupils in Year 6 were average, with standards in reading higher than those in writing. This year group had a higher proportion of pupils with special educational needs than in previous years which had a negative effect on standards based on prior attainment in Year 2. In addition, the proportion of pupils achieving the higher Level 5 was lower than the national average. Standards in the current Year 6 are above average. Achievement is good overall.
43. Across the school, the achievement of pupils with special educational needs is good. They receive effective support from teachers and teaching assistants in providing work which is matched closely to their specific learning needs. Teaching assistants provide particularly good support and encouragement in small group work.
44. In lessons, pupils are confident in asking and answering questions. A significant strength is the quality of discussion in pairs, with pupils showing that they really value the contribution of each other's ideas. Negotiating skills and agreeing a viewpoint are particularly impressive. Pupils enjoy reading, although in Year 2 too many are not reading with sufficiently good expression. By Year 6, they read a wide range of books and have clear preferences for favourite titles and authors. Library skills are good, as is the ability to use a dictionary and a thesaurus. In writing, standards of spelling, grammar and punctuation are good. Pupils write successfully for a wide range of different purposes and audiences. Standards in handwriting are inconsistent, with too few pupils in Year 2 joining their letters. Equally, a significant proportion in Year 6 does not produce handwriting of a consistently high standard.
45. Teaching and learning are good and make a strong contribution to pupils' use and application of literacy skills in other subjects. Teachers have good subject knowledge and there are strengths in the teaching of basic skills. Teachers have high expectations of pupils, with the result that pupils work particularly hard in lessons with good levels of concentration and application. Pupils know and understand the targets set for them by teachers. The assessment of pupils' work in writing is stronger than in

reading. Teachers are not assessing pupils' progress in guided-reading sessions in sufficient depth.

46. Leadership and management are good. The subject is led and managed by two co-ordinators who work in a successful partnership. The recent focus on developing pupils' writing skills in other subjects has been a success, especially in developing pupils' use and application of the key skills taught in literacy lessons. Improvement since the last inspection is satisfactory.

Language and literacy across the curriculum

47. This is good. Pupils use their reading skills successfully when carrying out research in history and religious education, for example. They know how to find books in the library on a given topic and how to use the contents and index. They are confident in using search engines to locate information on the Internet. Pupils write good evaluations of their products in design and technology and good reports of experiments and investigations in science.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Good opportunities are provided for mental arithmetic and investigations to support learning.
- The subject leader has made a significant impact to raising standards across the school.

Commentary

48. In the 2004 national tests at the end of Year 6, standards were above average. However, when compared with similar schools, pupils' performance was below average. The reason for this is that a significant number of pupils in the year group had special educational needs and not enough pupils achieved the higher Level 5. Standards at the end of Year 2 in the 2004 national tests were above average. In comparison with schools with a similar number of pupils eligible for free school meals, standards were average.
49. Standards have improved since the last inspection. Current standards are above average at the end of Year 2 and Year 6. All groups of pupils, including those with special educational needs, have made good progress and are achieving well. Small group support, booster groups and the setting of pupils into ability groups throughout the school improve pupils' confidence and effectively raise achievement in mathematics.
50. The school has been successful in raising achievement in mathematics due to the high expectation and challenge given to all pupils, who use and apply their mathematical skills to carry out problem solving investigations on a regular basis. Good emphasis has been placed on improving mental computation and fact retention, which is effectively reinforced by regular homework. This has a positive effect on raising pupils' basic number skills.

51. The quality of teaching and learning is good overall with a high proportion of very good teaching seen during inspection. In the best lessons learning is very effective because pupils are effectively challenged by the tasks teachers prepare and the pace of lessons is brisk. As a result pupils are well motivated to succeed, thoroughly enjoy learning and achieve very well. They work conscientiously to solve problems and complete tasks and are proud of their achievements. Teaching assistants offer good support to less confident pupils and those with special educational needs, so that they make the same progress as others in the class. Gifted and talented pupils are identified by teachers who provide challenging tasks to ensure they also achieve well. The school makes good use of assessment information to help teachers organise ability groups and plan their work effectively. Group targets are consistently used and teachers' marking is evaluative, giving good information to pupils as to how to improve their work.
52. The leadership and management of the subject are very good. The well-experienced subject leader has a very good understanding of the strengths and weaknesses and has made a significant impact on raising standards across the school. There has been a good level of improvement since the last inspection. Areas for development have been identified, such as improving problem solving activities and standards for the higher attaining pupils. As a consequence much good practice has been developed and implemented.

Mathematics across the curriculum

53. The school is making satisfactory use of pupils' mathematical skills in many curricular subjects. Calculations and measuring skills are used appropriately in science and design and technology and in timelines in history. Some good mathematical links have been established in information and communication technology such as generating formulae when using spreadsheets.

SCIENCE

The provision in science is **good**.

Main strengths and weaknesses

- Good teaching in Year 6 is now leading to pupils' good achievement.
- The very good focus on the development of pupils' investigational skills is improving their understanding very well.
- ICT is used well to support pupils' learning.
- Aspects of assessment are under-developed.

Commentary

54. Standards in science are above average in Year 2 and average in Year 6. However, the consistently good teaching through the school is now leading to pupils' good achievement, and standards in Years 3 to 6 are rising. There have been fluctuations in standards in Year 6 over the last two years. This is due to an increased proportion of pupils with special educational needs last year in Year 6 and changes in staff through

the school. Standards for pupils in Year 6 in 2003 were well above average, as they were at the previous inspection, but in 2004 they dropped to broadly average. Standards of pupils in the current Year 6 were significantly below average at the end of Year 5, but the good achievement already made in Year 6 is raising standards. With the planned additional support of booster classes next term, standards should further improve. Although average at present, the current rate of achievement indicates the potential for standards to be above average by the end of the year.

55. Teaching and learning are good through the school and a significant proportion of very good lessons were observed throughout the school. A strong focus has been given this year to developing a consistently high standard of teaching that focuses on promoting pupils' experimentation and investigation. This is evident from the lessons observed and from the quality of pupils' work. Teachers prepare their lessons very well and the clear structure ensures pupils' steady progress so by the end of lessons pupils have made good achievement in their learning. The very good focus on the development of pupils' investigational skills through the school is improving their knowledge and understanding. ICT is used well to support pupils' learning in science. The interactive whiteboards are used very well as a teaching resource. Video clips and PowerPoint presentations prepared by the teachers clarify pupils' understanding of new knowledge. Effective links are made with other lessons so that learning is consolidated and extended. Pupils' literacy skills are also well promoted through research and pupils' effective recording of information gained and of the results of investigations. Teachers frequently use the successful strategy of pupils talking together to discuss their developing ideas. This promotes their confidence and ability to express ideas clearly. Although pupils' progress is tracked effectively through end of unit tests, there are no regular analyses of national test results to identify trends in pupils' performance. In addition, further work needs to be done in tracking pupils' performance against National Curriculum attainment levels.
56. The leadership and management of the subject are good overall. Difficulties in the quality of teaching and learning in Year 5 have been overcome and teaching is now much improved. There has been a good level of improvement since the last inspection. The successful focus on making pupils' investigations replicate real-life situations stimulates pupils' greater interest and by Year 6 pupils are using their knowledge effectively to solve problems. However, additional work is needed to improve the rigour and quality of assessment in the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **good**.

Main strengths and weaknesses

- Teachers provide a wide range of experiences to ensure all pupils achieve well.
- High priority and commitment have been given to raising standards.
- The subject leader provides very strong leadership and has clear ideas for development.

Commentary

57. Standards are above expectations throughout the school and pupils' achievement is good. Improvement since the last inspection, where standards were reported to be in line with expectations, has been good. High priority and commitment have been given to raising standards. A new ICT suite has been installed to give opportunities for pupils to use computers and develop their skills and this is due to be completely updated with a new network in the very near future. Teachers' subject knowledge has significantly improved through ongoing training, so that teachers are confident to provide pupils with a very wide range of experiences, making good use of the good quality resources.
58. Children are introduced to computers at an early age and encouraged to explore information through structured and free activities to develop their basic skills. By the end of Year 2 most are confident to use the index from search engines on the Internet to find information to support their learning on their geography topic on St. Lucia. Older pupils make good use of their ICT skills when combining texts and graphics and by Year 6 they can produce a detailed presentation using hyper links to record their work on the Ancient Egyptians. Pupils' data handling skills are well developed where they confidently identify formulae and enter results on spreadsheets. They know how to control timings of outputs using delays where higher attaining pupils successfully write their own program and modify procedures to save electricity.
59. Teaching and learning are both good. Planning is detailed and challenging activities capture pupils' imagination and ensure they have very positive attitudes and are keen to succeed. Pupils with special educational needs are given good support and encouragement by teaching assistants and the well-qualified technician to ensure they achieve well. Higher attaining pupils respond well to the extended opportunities offered to them and are very willing to demonstrate a degree of initiative in their work, where achievement is often very good. Teachers use the interactive whiteboards very effectively as a teaching tool and have begun to introduce interactive programs successfully in subjects such as mathematics and science. This has a very positive effect on pupils' learning and understanding.
60. The leadership of ICT is very good. The new subject leader has detailed knowledge of the subject and makes good use of her expertise by providing training for both teachers and support staff. She is very enthusiastic and has introduced a new scheme of work to help teachers plan more effectively. She has produced new assessment procedures to identify more clearly standards and achievement.

Information and communication technology across the curriculum

61. Pupils' use of their ICT skills across the curriculum is good. The school has identified this as a key area for development and has made a positive start to using ICT more effectively across the curriculum. Pupils use their control and monitoring skills well in science, devising a program to light a series of electric light bulbs in a house. They use paint packages to support work in art and access the Internet to find information in many subjects, including geography and religious education. Although most pupils have good levels of competence in word processing, there are limited examples of pupils applying these skills in many subjects across the curriculum.

HUMANITIES

Geography

62. Geography was not a focus of the inspection and insufficient lessons were observed to make judgements on the provision, standards, teaching and learning. Evidence from pupils' past work, discussion with pupils and scrutiny of teachers' planning shows that the subject meets statutory requirements. There is a broad curriculum that is enhanced by visits to the locality around the school and by field trips. Pupils' awareness of other cultures is effectively promoted in the study of countries such as St. Lucia and parts of Africa.

History

Provision in history is **good**.

Main strengths and weaknesses

- The development of pupils' historical skills is good.
- Teachers make learning exciting so pupils enjoy history and want to do well.
- Insufficient focus is given to assessing and recording pupils' skills development.

Commentary

63. Pupils achieve well through the school and attain standards that are above average by the end of Year 2 and Year 6. This is an improvement on standards observed at the last inspection. Pupils have a good range of historical knowledge which they express clearly both in class discussions and in their recording. They use a variety of skills that support their good understanding of the impact of historical events on our lives today. Pupils in Year 6, for example, understand clearly how the Second World War changed the role of women in industry. They explain effectively how people's expectations of women's occupations changed, giving examples of posters, photographs and fashion before and after the war. Pupils in Year 2 look closely at artefacts and are able to explain which items are the oldest and why. They discuss with understanding how the things we use have changed over time. Good focus is given to the use of a variety of sources to explore historical events and the lives of people in the past. Pictures, portraits, books and the Internet are used well to support pupils' research.
64. Teaching and learning are good. Although only three lessons were observed, evidence of this good teaching is also evident in pupils' work and in discussions with pupils about their activities. Teachers make learning exciting so pupils enjoy history and want to do well. Pupils in Year 6 talked in an animated way about the different aspects of history they had studied, remembering in detail some of the units of work followed several years before. The most recent work on the Second World War clearly excited their interest. The range of activities were varied and not only successfully stimulated their enthusiasm but extended their understanding of the impact of war on people's lives. Many opportunities are made by teachers to 'bring history to life' through the use of visitors to school such as a 'Live Museum' and story tellers. Pupils visit places of historical interest and enjoy role-playing the parts of people in the past. The curriculum is significantly enhanced by these activities. Pupils' literacy and ICT skills are used well and they effectively extend pupils' ideas and knowledge. Discussions about past events are also used well to stimulate pupils' awareness of

right and wrong. Older pupils are regularly involved in considering the moral dilemmas of past events.

65. The leadership and management of the subject are good. There has been a good level of improvement since the last inspection. The subject leader has developed a satisfactory awareness of standards and teaching in history through her regular monitoring. There are whole school arrangements for reporting pupils' standards and progress to parents, but insufficient focus is given to identifying and recording pupils' skills development so that they all make the best progress possible from one year to the next.

Religious education

Provision for religious education is **good**.

Main strengths and weaknesses

- Religious education makes a very positive contribution to pupils' personal development.
- Visiting speakers make a valuable contribution to pupils' understanding of religious practices.
- Assessment procedures need further development.

Commentary

66. Pupils attain standards above those expected in the locally agreed syllabus throughout the school and their achievement is good. The subject makes a very good contribution to pupils' spiritual development by giving pupils many relevant opportunities to express their own beliefs, as well as to understand the beliefs of others. There is also very good development of pupils' understanding of morality. Their social and cultural development is greatly advanced by their studies of different religions and their reactions to them. Pupils show a good understanding of a range of different faiths and beliefs. In Year 2, pupils retell stories from the Bible and recall the main lessons to be learned from these stories. By Year 6, pupils show greater understanding of Christianity, Judaism and Hinduism and are beginning to apply the lessons they have learned to their own lives. Pupils in Year 5 know about Hindu worship and the Puja, as well as correctly identifying the main artefacts used in this ceremony. Older pupils ask very thought-provoking questions about Holy Communion, which show they are developing a good understanding of their own beliefs and the beliefs of others.
67. The quality of teaching and learning in religious education is good and is helping to raise standards still further. Teachers' planning is good and is linked well to other areas of the curriculum. Teachers have good subject knowledge which they use effectively to extend pupils' knowledge and understanding of religion. Pupils enjoy the lessons and concentrate well. Their behaviour is good. These factors have a positive effect on the good progress pupils make in their learning. Teachers make good use of resources and artefacts to enhance learning. Visiting speakers add significantly to pupils' enjoyment of the subject and they ask penetrating questions, which significantly extend pupils' understanding of religious practices. In a lesson seen during the inspection, interaction between the vicar and the class was both sensitive and challenging. Pupils were willing to ask difficult questions, which showed that they understand some of the deep symbolism behind the Communion elements. Assessment, although satisfactory, requires further development to include more detailed tracking of pupils' progress against attainment levels.

68. Leadership and management of religious education are good and staff are supported effectively. There is a good action plan which clearly identifies areas for further development. The co-ordinator has a clear vision for the subject and has been successful in providing staff with good quality support material. As a result, there has been a good level of improvement since the last inspection and the subject has a high profile throughout the school. Resources for teaching are good and have a positive effect on standards and provision.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Design and technology

69. Design and technology was not a focus of the inspection and no lessons were observed. It is not possible to make a judgment about provision. However, from discussions with pupils and sampling of their work, standards appear to be above average by the end of Year 6. Pupils are good at evaluating products and suggesting ways in which they can be improved. Their sketchbooks show that they produce good designs, which they adapt as work progresses. Finished products are of a good quality.

Music

70. Music was not a focus for this inspection and only one lesson was observed. It is therefore not possible to make a firm judgement about overall provision. From available evidence, however, it is clear that standards in singing are above expectations. The school has a very impressive orchestra in which thirty pupils play the flute, violin, guitar and percussion instruments on a regular basis, including during assemblies and school productions.

Art and design

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

Main strengths and weaknesses

- Pupils thoroughly enjoy the subject and this has a positive effect on the standards they achieve.
- Teaching is often imaginative and challenging, which leads to pupils making good progress.
- Assessment, although satisfactory, still needs further development.

Commentary

71. Standards are above expectations at the end of Years 2 and 6. Pupils' achievement is good throughout the school. This represents a good level of improvement since the last inspection, when standards were judged to be satisfactory. Pupils are very

enthusiastic about the subject and put a great deal of effort into their work. Behaviour in lessons is exemplary and pupils handle materials and tools carefully. As a result of pupils' very good attitudes, they make at least good progress in lessons, and often their progress is very 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. Pupils study the work of various artists, which has a positive effect on the standards they achieve. For example, a study of Barbara Hepworth's sculpture in Year 2 enabled pupils to produce clay work in a similar style. Pupils in Year 5 use various sources of information well when considering mixed media. They are able to produce colour 'swatches' and choose the best one for colouring their own 'special objects' pictures. Pupils are good at evaluating their work and considering how they can improve their work in progress.

72. Teaching and learning are both good throughout the school. Occasionally teaching is excellent, as teachers' expert knowledge is used very effectively to ensure that pupils make very rapid progress in their learning. Teachers have 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 experiment with colour, shape and texture. Teachers make effective use of support assistants and this helps pupils to make good progress in their learning. Teachers' planning is effective and follows national guidelines. Good links with visiting artists have resulted in high quality clay sculptures produced by the pupils. As a result of this and other very good opportunities to observe design traditions, the subject makes a good contribution to pupils' cultural development. Assessment, although satisfactory, requires further development. Teachers keep samples of pupils' work, but as yet do not have detailed records of individual pupils' progress.
73. The leadership and management of the subject are good. The current subject leader is covering for a maternity leave and is building effectively on the good work undertaken by the previous subject leader. The curriculum is broad, balanced and covers all strands of the programme of study. There are good links with other subjects of the curriculum. Resources are good and have a positive effect on the progress pupils make. The subject leader has identified the use of ICT to support work in the subject as an area for further development and inspectors agree that this is necessary.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- Pupils work together most successfully in pairs and small teams.
- Pupils in Years 3 to 6 benefit from an impressive range of extra-curricular activities.

Commentary

74. By the end of Year 2 and Year 6, standards are above average. The achievement of pupils, including those with special educational needs is good. Improvement since the last inspection is good.

75. In games lessons there is a significant strength in pupils' willingness to play fairly and to support each other in improving skills and technique. An impressive feature of dance lessons is pupils' enthusiasm and ability in planning, performing and refining sequences. In addition, there are strengths in the way pupils value the performance of each other and make constructive ideas as to how improvements could be made to a sequence. Pupils know the importance of regular exercise, including a warm-up and cool-down, as part of staying fit and healthy.
76. Teaching and learning are good and make a strong contribution to the high standards achieved. Teachers have good subject knowledge and are successful in teaching key skills and techniques, particularly in moving around the hall or playground and supporting individual pupils. They pay particularly good attention to pupils' health and safety in lessons. Pupils enjoy their lessons and work hard to improve their own levels of performance through determination and effort.
77. Leadership and management are good and have a positive effect on standards. The co-ordinator is knowledgeable and enthusiastic and has produced a very good scheme of work which ensures all aspects of the subject are taught to the full requirements of the National Curriculum. Led by his own efforts, the school provides pupils with a very good range of after-school clubs throughout the school year. These clubs are popular and well attended. Pupils enjoy the opportunity to participate in competitive fixtures and the school has achieved success at both team and individual levels in local competitions and swimming galas.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

78. No lessons were observed so it is not possible to make a judgement on provision. However, teachers' planning and the subject coordinator's file show that the subject has a strong focus in the school. Very great emphasis is placed on pupils becoming involved in local initiatives and issues promoted by the local education authority. This has positive effect on their understanding of local issues. The school places great emphasis on the use of visits and visitors to support pupils' learning and understanding, which has a positive effect on standards in many subjects. It also places great importance on giving pupils the opportunity to resolve conflicts and to discuss areas of concern. This greatly enhances their ability to explain themselves and to resolve problems amicably. The school council is an effective body and makes a strong contribution to the personal development of its members. It also contributes significantly to the personal development of other pupils through encouraging them to be responsible members of the school community. All aspects, including sex education and drugs awareness, are covered very well within the programme.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement	Grade
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities (ethos)	2
Attendance	2
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	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
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	3
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	3
The school's links with other schools and colleges	3
The leadership and management of the school	2
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	3

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