

# INSPECTION REPORT

**St Budeaux Foundation CE VA Junior School**

St Budeaux, Plymouth

LEA area: Plymouth

Unique reference number: 113483

Headteacher: Mrs Sharon Hobbs (Acting)

Lead inspector: Mr Stephen Dennett

Dates of inspection: 23<sup>rd</sup> to 26<sup>th</sup> May 2005

Inspection number: 267755

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Junior  
School category: Voluntary Aided  
Age range of pupils: 7 to 11  
Gender of pupils: Mixed  
Number on roll: 212

School address: Priestly Avenue  
Higher St Budeaux  
Plymouth  
Postcode: PL5 2DW

Telephone number: 01752 365217  
Fax number: 01752 351011

Appropriate authority: Governing body  
Name of chair of Mrs V Armitage  
governors:

Date of previous 7<sup>th</sup> June 1999  
inspection:

## CHARACTERISTICS OF THE SCHOOL

St Budeaux Foundation CE VA Junior School serves the community of St Budeaux in the city of Plymouth. It provides full-time education for 212 pupils aged seven to eleven. The school is of average size. The school's roll has fallen 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 (18 per cent) is broadly in line with 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 disadvantaged backgrounds. Fifty pupils (26 per cent) have been identified as having special educational needs. This figure is above the national average and rising. There are five pupils (2.3 per cent) attending the school who have Statements of Special Educational Need. Again, this is above the national average. Pupils have been identified as having specific learning difficulties, speech and language problems, social, emotional and behavioural difficulties, hearing impairment, physical disabilities and autism. Inward pupil mobility is below average. Pupils' attainment on entry to the school is well above average. The school received a Schools Achievement Award (2000) and is part of the Excellence in Cities initiative. The school has experienced a significant turnover of staff over the last year

and there are currently a number of teachers on temporary contracts. At present, the school has both an acting headteacher and an acting deputy headteacher.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
13712	Stephen Dennett	Lead inspector	Science Information and communication technology (ICT) Design and technology Art and design
11564	Jean McKay	Lay inspector	
31801	Yvonne Bacchetta	Team inspector	Mathematics Music Pupils' personal, social and health education
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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

St Budeaux Foundation CE VA Junior School is an **ineffective** school that is failing to give its pupils an acceptable quality of education. In accordance with section 13(7) of the School Inspections Act 1996 I am of the opinion, and HMCI agrees, that special measures are required in relation to this school. Standards of achievement at the end of Year 6 are below average overall and the overall quality of education is unsatisfactory. The leadership and management of the school are unsatisfactory. The school gives unsatisfactory value for money.

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

- Pupils' achievement is unsatisfactory and standards have fallen significantly since 2003.
- Teaching, learning and assessment are all unsatisfactory.
- The curriculum is unsatisfactory and is not balanced.
- The governance of the school is good.
- Attendance has improved recently and is now good.
- There are good links with the community.

The school has made insufficient progress in addressing the key issues raised by the last inspection. Although good progress has been made in raising standards in science, none of the other issues raised has been dealt with satisfactorily. Assessment has not been extended sufficiently and still does not effectively inform teachers' planning or ensure that work is well matched to the needs of pupils. The role of co-ordinators still needs further development, as does whole school planning. Very little progress has been made in improving the quality of teachers' marking, which is still unsatisfactory.

### STANDARDS ACHIEVED

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

Standards are **below average** and pupils' achievement is **unsatisfactory**.

The above table shows that in the 2004 national tests, standards were well below average in English and mathematics. Standards in science were broadly average. In comparison with similar schools, standards were very low in English and mathematics and well below average in science. The amount of progress that this group of pupils made between the end of Year 2 and the end of Year 6 was very poor. Inspection findings generally agree with these test results. Current standards in English are below average and pupils' achievement is unsatisfactory. In mathematics, standards are well below average and pupils' achievement is poor. Standards in science are broadly average, but pupils' achievement is unsatisfactory. In information and communication technology (ICT), standards are below average and pupils' achievement is unsatisfactory. Standards in history are below average, but pupils' achievement is satisfactory. In music, standards are

average and pupils' achievement is satisfactory. Pupils with special educational needs make good progress in relation to their prior attainment and underlying abilities and achieve well.

The ethos of the school is **satisfactory**. Pupils' attitudes are satisfactory overall, but a minority of boys have negative attitudes towards their work. Behaviour is generally satisfactory, but a small number of pupils misbehave and there are occasional outbreaks of challenging behaviour in some classes. Pupils' spiritual development is good and their moral, social and cultural development is satisfactory. Attendance and punctuality are good.

## **QUALITY OF EDUCATION**

The quality of education provided is **unsatisfactory**. The impact of teaching and learning is **unsatisfactory** overall. However, the quality of teaching seen during the inspection was often good and, occasionally, very good. Some teaching seen was unsatisfactory. Assessment is unsatisfactory. Insufficient use is made of assessment information to ensure tasks are well matched to the needs of pupils or to adjust teachers' planning where necessary. The curriculum is unsatisfactory. Although it is broad and covers all aspects of the National Curriculum, it is not sufficiently balanced in history, geography and ICT. It does not ensure equality of access for all pupils. Opportunities for the enrichment of the curriculum are satisfactory and there is good provision for the support of learning outside the school day and for participation in sport. Staffing, accommodation and resources are satisfactory. Provision for the care, welfare, health and safety of pupils is satisfactory, as is the provision for their support and guidance. The school is good at involving pupils in the work of the school through seeking and valuing their views. Links with parents are satisfactory. There are good links with the community, the church and local secondary schools.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are **unsatisfactory**. Although the acting headteacher and acting deputy headteacher are currently doing a good job in leading the school, leadership in the past has not been sufficiently focused on raising standards or improving the quality of education provided by the school. As a consequence, the overall impact of leadership over time is unsatisfactory. The governance of the school is good. Governors have a good grasp of the strengths and weaknesses of the school and are doing all that they can within their power to remedy the current situation. The management of the school has been ineffective, especially in respect of self-evaluation and the monitoring of performance information and taking action to raise standards. Staff performance management has also not been used effectively to bring about improvement. Nearly all statutory requirements are met, with the exception of one health and safety issue, which has been brought to the attention of the school.

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

Parents have satisfactory views of the school. Several expressed the opinion that they felt standards at the school were not high enough. However, many parents feel that it is easy to approach staff with problems and they think the acting headteacher is doing a good job.



Pupils have satisfactory views of the school. Many enjoy coming to school and taking part in after-school clubs. A few girls complained that disruptive boys prevented them from working.

### **IMPROVEMENTS NEEDED**

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

- raise standards in English, mathematics and ICT;
- improve the quality of teaching and of pupils' learning throughout the school;
- make better use of assessment information to plan for pupils' next steps in learning;
- improve the balance of the curriculum to allow for the continuity of learning in those subjects identified in the report;

and, to meet statutory requirements

- ensure that all health and safety requirements are met.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Standards are **below average** overall and pupils' achievement is **unsatisfactory**.

#### Main strengths and weaknesses

- Pupils' progress between the end of Year 2 and the end of Year 6 is in the bottom 5 per cent nationally.
- Pupils' achievement in mathematics is poor.
- Pupils' achievement in English and science is unsatisfactory.
- Pupils with special educational needs make good progress and achieve well.

#### Commentary

1. Pupils generally enter the school with standards that are well above average in reading and mathematics and above average in writing. Their progress between the end of Year 2 and the end of Year 6 is very poor and in the bottom 5 per cent nationally overall. Pupils make very poor progress in English and mathematics and poor progress in science.
2. In the 2004 national tests, standards were well below the national average in English and mathematics. Standards in science were broadly average. When compared with similar schools on the basis of pupils' prior attainment, standards were very low in English and mathematics and well below average in science. The proportion of pupils achieving the higher Level 5 in English and mathematics was well below the national average. However, in science it was broadly average. Compared with similar schools, the proportion of pupils achieving Level 5 was very low in English and mathematics and well below average in science. Standards have declined significantly in English and mathematics since 2003, although in science they have improved slightly. Overall, the school's results have improved at a slower rate than the national trend. There are significant differences in the performance of girls and boys, with girls doing better overall in English, mathematics and science. This is largely due to poor attitudes and behaviour amongst boys and the lack of work that is well matched to their needs.

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

Standards in:	School results	National results
English	25.3 (27.6)	26.9 (26.8)
mathematics	24.8 (25.8)	27.0 (26.8)
science	28.8 (28.4)	28.6 (28.6)

*There were 55 pupils in the year group. Figures in brackets are for the previous year*

3. Inspection findings largely confirm these poor test results. Current standards are below average in English at the end of Year 6 and pupils' achievement is unsatisfactory. Pupils have poorly developed speaking and listening skills and this has a detrimental effect on the progress they make in other areas of their learning. Standards of writing are below average and carelessness and untidy writing often mar pupils' presentation. Standards of reading are generally below average. Current standards in mathematics are well below average at the end of Year 6 and achievement is poor. Lack of secure computational skills adversely affects their work in other subjects, science for example, and means that pupils are poorly prepared for the next phase of their education. Standards in science are improving and are currently broadly average at the end of Year 6. However, pupils' achievement is unsatisfactory as they have made insufficient progress since the end of Year 2. Standards in information and communication technology (ICT) are below average by the end of Year 6 and pupils' achievement is unsatisfactory. Standards in history are below average at the end of Year 5, but achievement in lessons is satisfactory. In music, standards are broadly average and pupils' achievement is satisfactory.
4. Pupils with special educational needs achieve well in relation to their prior attainment and underlying abilities. They are well supported by teachers, teaching assistants and the special educational needs co-ordinator. This means they make good progress in their learning overall. However, pupils who have been identified as gifted and talented (mainly higher attaining pupils, in fact) do not make sufficient progress in relation to their capabilities and their achievement is unsatisfactory.

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

Pupils have **satisfactory** attitudes to their learning and their interest in school life is **good**. Behaviour is **satisfactory**. Pupils' relationships with each other and staff are **good**. The overall provision for spiritual, moral, social and cultural development is **satisfactory**. Attendance is **good** and supported by **good** punctuality.

### **Main strengths and weaknesses**

- Pupils' spiritual development is good.
- Small groups of pupils, mainly boys, in all year groups do not concentrate in lessons.
- Good attitudes are shown in pupils' enjoyment of after-school activities and in the way they are helpful and respectful to visitors.

### **Commentary**

5. Provision for pupils' spiritual development is good. The Christian family atmosphere of the school helps pupils feel cared for and secure and know that they are individually valued. During assemblies pupils listen well and their answers, when questioned, show sensitivity and insight into how to relate to those less fortunate than themselves. Strong spiritual links are maintained with the local church and opportunities for reflection are provided throughout the school day. Pupils are pleased about how the behaviour in the school has recently improved and value the contribution made during lunchtime by the midday assistants. At the end of lessons they welcome the opportunity to listen to each other's explanations about what they have learned. There have been no exclusions in the last academic year.

6. Pupils' moral and social development is satisfactory overall. A small group of pupils in several classes find difficulty in sustaining concentration when lessons are too long and when learning activities are not matched well to their abilities or varied enough. The lack of effort to remain on task in a few lessons, particularly of small groups of boys, hinders their progress and distracts other pupils who work hard. Most pupils are happy and feel excited about coming to school, are keen to take part in lessons and have a good sense of right and wrong. Pupils respond well to enthusiastic well-structured teaching situations when they are challenged and encouraged to succeed. Pupils with special educational needs confidently express personal ideas in lessons and remain on task because of good support from teaching assistants. They express their feelings and needs clearly when their education plans are being reviewed because they feel secure and know their views are respected.
  
7. During class discussions, pupils thoughtfully talk about each other's needs and identify and share problems or concerns such as adapting to the high school. Class concerns are shared with the school council whose members are confident in expressing their views and know that their ideas, if realistic, will inform ways of resolving them. They reflect on how additional playground games have improved lunchtime behaviour. Recently they took a very active role in setting up a 'bring and buy' sale to which pupils and families responded very well, raising enough money to buy a shelter box for people suffering from the effects of the Tsunami in Asia. Pupils responsibly take on roles as playground buddies and act as mediators to help resolve conflicts.
  
8. Visiting clergy make activities fun for the many pupils who regularly attend the after-school 'FROGS' club. Pupils enjoy after-school clubs for chess, art and sport. Most pupils in Year 5 and Year 6 increase their social skills on residential courses at Wembworthy or the Beacon Centre and at termly 'activities days' when pupils work with other year groups. Good relationships were observed during the inspection when pupils were helpful and respectful to their teachers and visitors to the school. Pupils have an awareness of the needs of children and their families in other countries and that different cultures have different religions and practise different traditions. Their appreciation of different forms of western and non-western culture and understanding of their British society as being multi-cultural are an area for development.
  
9. Since the publication of the attendance figures for the latest complete reporting year, the school has made strenuous efforts to improve attendance, and it is now good. Two classes recently received a prize for 100 per cent attendance and pupils also receive individual awards from the headteacher for good attendance. Punctuality is 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	
School data:	5.6
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.*

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **unsatisfactory**. Teaching, learning and assessment are all unsatisfactory. The curriculum is unsatisfactory. Provision for care, guidance and support is satisfactory. Links with parents are satisfactory and there are good links with the community.

### Teaching and learning

Teaching and learning are both **unsatisfactory**. Assessment is also **unsatisfactory**.

### Main strengths and weaknesses

- The impact of teaching over time has been ineffective and, as a result, pupils have not made sufficient gains in their learning.
- Some work given to pupils is undemanding and not well matched to their individual needs.
- Teachers' marking is generally ineffective and does not regularly identify the next steps pupils need to take in their learning.
- Teachers do not provide sufficiently interesting and challenging work for boys and, as a consequence, many boys are underachieving.
- Assessment information is not used effectively to identify the next steps pupils need to take in their learning or to adjust planning where necessary.

## Commentary

### Summary of teaching observed during the inspection in 32 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	5 (16%)	12 (36%)	11 (34%)	4 (12%)	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.*

10. The impact of teaching over time is unsatisfactory and, as a result, pupils have not made sufficient progress in their learning. However, the quality of teaching seen in lessons during the inspection was often good and sometimes very good. The quality of teaching has been adversely affected by a high staff turnover and it is evident that pupils' learning has been slow in several classes due to disruptions caused by changes in teacher. Good teaching is characterised by effective behaviour management which ensures pupils remain focused, good subject knowledge that is used effectively to extend pupils' understanding and high levels of challenge. In these lessons, pupils make good progress in their learning, concentrate well and work effectively on their own and in small groups.
11. Some of the teaching seen during the inspection was unsatisfactory and evidence from the sampling of pupils' work indicates that unsatisfactory teaching was more prevalent in the school's recent past. The main weakness is the lack of suitably differentiated work. In many subjects, pupils are given the same work, irrespective of their ability or prior learning. Many tasks are undemanding and pupils quickly become bored. This in turn leads to poor behaviour and lack of concentration. Some teachers do not have effective behaviour management strategies when dealing with the challenging behaviour of a minority of pupils. This again leads to a loss of learning and an unsatisfactory learning environment.
12. Teachers' marking has not improved since the last inspection when it was criticised for failing to provide helpful, informative comments that suggest ways in which pupils can improve their work. Marking is still too general and only infrequently makes comments that help pupils improve. Occasionally incorrect work is marked as correct and inappropriate praise given for substandard or untidy work. Teachers are not good at identifying what pupils need to do in order to improve their performance or move their work on to the next level.
13. Over the past few years, boys have consistently underachieved in relation to girls. Inspection evidence indicates that this is due to the fact that boys are not provided with work that is suited to their needs. The level of challenge is frequently too low and, as a result, boys quickly lose interest in the lesson. As some boys' levels of self-discipline are sometimes low, this leads to disruption and poor behaviour. This is particularly the case in the ICT suite, where the poor design of the room means that pupils are very close together and readily distract each other. On occasion, teachers do not take sufficient steps to ensure that pupils remain focused and on task.
14. Although some progress has been made in improving assessment systems since the last inspection, teachers still do not make sufficient use of the information gathered to adjust planning to ensure that the work given to pupils is well matched to their individual needs. Although specifically mentioned in the last report, steps to improve

the use of assessment in science and ICT have only very recently been implemented and, in the case of ICT, there is still insufficient tracking of pupils' progress to be of any practical use. Assessment in English is satisfactory overall, but not in mathematics, where assessment is not used effectively to respond to pupils' individual needs. Generally, pupils' understanding of how they can improve is unsatisfactory and they do not have a firm grasp of their achievement levels against national criteria.

## The curriculum

The curriculum is **unsatisfactory** overall. Enrichment and extra-curricular opportunities are **satisfactory**. Resources and accommodation are **satisfactory**.

### Main strengths and weakness

- The balance of taught time is not planned to sustain pupils' development of important learning skills.
- Provision for pupils with special educational needs is good.
- Support for learning outside the school day and within the 'cluster of schools' is good.
- Insufficient action has been taken for pupils to enjoy their learning or to gain independence.

### Commentary

15. The planning of the curriculum is unsatisfactory as it does not ensure that pupils move on to the next level of work sufficiently quickly. Due to some inconsistencies between classes and large gaps between units in history and geography, pupils do not have equal access to the curriculum. It also means that pupils do not develop skills specific to these two subjects effectively. Pupils who enter the school as higher attaining pupils in English and mathematics do not receive a curriculum that is suitable for their abilities so do not achieve as well as they could. Little attention has been paid to national guidelines on curriculum planning with the result that relevant links between subjects are often ignored and ineffective use is made of other subjects to reinforce pupils' literacy and numeracy skills. Opportunities for the cross-curricular application of literacy, numeracy and information and communication technology are not planned well enough. Pupils are disadvantaged by the lack of opportunity to apply similar knowledge and skills when subjects are linked together in some way. Leadership of the curriculum is unsatisfactory. The governing body monitors carefully to ensure that the curriculum meets statutory requirements.
16. Provision for pupils with special educational needs is effective. Despite the very good management of individual educational planning, pupils' progress has been hindered by too many staff changes so that the overall quality of provision is good. A 'learning mentor' and counsellor support pupils with emotional and behavioural difficulties very well. The school endeavours to identify pupils with emotional or learning difficulties before they enter the school. More pupils than usual are noted, since the special needs co-ordinator is a specialist and expertly assesses pupils herself very thoroughly so that all pupils receive the extra support they need. All pupils who need them have individual education plans, which are used to monitor their progress by teachers and teaching assistants. Teachers and pupils are supported very well by the special educational needs co-ordinator when reviewing and setting new targets. Pupils with special educational needs make good progress because of the systematic monitoring

they receive. In classes where all pupils generally make less progress, this is related to the poor quality of marking of their work and insufficient opportunities for pupils to read to the teacher or at home. Higher attaining pupils are not consistently challenged enough in lessons and fail to make sufficient progress as a result.

17. After-school activities and 'activities days' extend pupils' experience of a wider range of subjects such as art, music and local culture. This stimulates pupils' interest in school life. The school encourages pupils' healthy development through its 'healthy eating' snacks and participation in sporting events, such as after-school tennis and football. Residential activity courses help pupils understand the importance of exercise. A good programme is implemented in each year group for pupils' development as responsible citizens and challenges and supports effectively pupils who take on responsibilities as part of school life.
18. The school is appropriately staffed with sufficient teachers and teaching assistants. However, half the staff are on temporary contracts and high staff turnover has adversely affected the quality of educational provision in the school. The accommodation is satisfactory overall. Shared areas between classrooms are not planned well enough for pupils to become more independent in their learning. The lack of a nearby non-fiction library and computers that can be used for a variety of purposes restricts pupils' choices in learning styles in Years 5 and 6. The school building and annexe are very well adapted for physically disabled pupils. Purposeful use is made of the chapel for teaching large groups of pupils. The ICT suite is poorly designed. It is too cramped for the number of pupils using it and the close proximity of workstations means that poorly behaved pupils frequently disrupt the learning of others. Resources are adequate and are generally used appropriately, although insufficient use is made of monitoring equipment in science and control technology in ICT and design and technology.

### Care, guidance and support

The care, welfare, health and safety of pupils are **satisfactory**. The school provides pupils with **satisfactory** support and guidance and has **good** systems for involving pupils in the work of the school and its development.

### Main strengths and weaknesses

- There are good induction arrangements for pupils entering the school and for pupils coming into the school from other areas.
- Most pupils were seen to have good relationships with their teachers and each other.
- There is inconsistency in assessment procedures in the school.

### Commentary

19. Parents spoken to during the inspection thought that induction arrangements are good and enable pupils to settle happily when they move from the infant school. Parents of pupils who have joined the school from other areas praised the efforts of the school to enable their children to settle in with confidence.



20. Most parents believe that the school provides a happy environment that is conducive to learning. Although the school takes seriously the health and safety of all its pupils, and makes regular safety checks of the school, an issue of concern has been brought to the attention of the acting headteacher and governing body. The school is well maintained and free of graffiti, but a number of parents at the meeting and those spoken to during the inspection complained that the toilets are often smelly and pupils find them unpleasant to use. Pupils' healthy and safe living is well promoted through the personal, social and health education programme. Pupils spoken to during the inspection were keen to talk about what they have learned about healthy eating and the school further promotes this by selling only healthy snacks at break times. First aid provision and child protection procedures are satisfactory.
21. Pupils spoken to during the inspection say they like their teachers and know to whom they could turn if they had a problem. A professionally trained counsellor visits the school on one afternoon a week and pupils also know they can consult her if they have a problem. Some parents believe there is not a consistent approach to rewards and sanctions for behaviour throughout the school. Inspection evidence supports this view, as instances were seen and heard during the inspection of pupils sometimes disrupting the learning of others by their challenging and disruptive behaviour. The acting headteacher keeps good records of incidents of behavioural or bullying problems and also a note on how she dealt with the problem at the time. Pupils spoken to during the inspection said they knew how to deal with bullying and harassment, but that these instances were infrequent.
22. Parents spoken to during the inspection said there was more informal information on pupils' progress since the beginning of the year. Teachers bring pupils out of the classrooms each afternoon and parents now have an opportunity to discuss any problems with the teacher. However, inspection evidence shows that because of the inconsistent system of assessment procedures used throughout the school pupils are unable to develop their talents fully, as accurate records are not kept on their academic progress. Also, as there is inconsistency across the school on how various teachers mark work, so many pupils are unaware of how they can actually improve their work. Pupils with special educational needs receive good care and advice overall. Parents spoken to during the inspection praised the way the school cares for pupils with special educational needs.
23. The school council meets every three weeks and there are members from each class. The pupils on the school council are proud of their involvement and understand their role of representing the opinions of their classmates. Some pupils are trained as mediators and two pupils are on duty each day to give advice or support when required. Other pupils carry out duties around the school, for example looking after younger pupils at lunchtime and playtime.

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

The school has **satisfactory** links with parents. There are **good** links with the community and with other schools and colleges.

### **Main strengths and weaknesses**

- Parents now feel confident about approaching the school with suggestions or complaints.

- The good links with the community help to enrich the curriculum and make pupils aware of their own culture.
- The good links with the church are well established.

## Commentary

24. Although a number of parents had written letters complaining about a number of issues prior to the inspection, most of the parents spoken to during the inspection said they felt very strongly that the school has made dramatic changes since January when the acting headteacher took over. They now feel confident about approaching the school with suggestions or complaints. The annual school reports for each pupil are well laid out, clearly and informatively written with guidance for the pupils' further development. Pupils also write out their own version of the report indicating how they can expect to progress in the next term. There are termly meetings both to discuss the report and also to discuss what will be taught during the term. Parents said they appreciated knowing exactly what their children would be learning. They also liked the school's newsletter that keeps them informed of the school's activities.
25. Although some parents, in letters and at the parents' meeting, thought that the influence of the church in the running of the school was too overpowering, most parents spoken to during the inspection thought that its Christian principles and influences had a very beneficial effect on their children. Parents particularly like the FROGS after-school club that is a joint venture between the church and the school and is very popular with pupils. Teachers and members of St. Budeaux Church run the club. Parents said this club particularly had boosted levels of self-confidence and self-esteem in their children, as well as given them a valuable insight into the Christian faith. The hall and chapel facilities are used for Sunday worship once a month and evening courses have been run in the chapel regularly since it was completed. Church members also organise social gatherings with parents. People from the church and local community come into school to hear reading and to help on trips. Members of the local community attend many activities such as the school communion services, the Harvest Festival and Christmas services. The vicar comes into school to lead an assembly every week.
26. The last inspection recommended a closer liaison with the local infant school and this has yet to be fully implemented. However, inspection evidence shows that good links with other schools in the local area and with colleges are in place and these extend pupils' learning by, for instance, sporting links, teaching and sharing resources. Transition arrangements are further strengthened by visits to the secondary schools in the summer term and by some visits to St. Budeaux from staff from Tamarside College to take lessons with Year 6. Pupils spoken to during the inspection said they were looking forward with confidence to visiting these schools prior to commencing the next stage of their education.

## LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **unsatisfactory**. Governance of the school is **good**. There have been recent improvements through the leadership of the acting headteacher and deputy headteacher. Although most statutory duties are met, an issue of health and safety was brought to the attention of the school management.

## **Main strengths and weaknesses**

- The previous lack of long-term educational direction has been a barrier to raising achievement in all pupils.
- The school is going through a period of substantial uncertainty and change and this has adversely affected leadership and management at all levels.
- Systems to monitor and evaluate the school's work are not used enough to identify detail of how to raise standards.
- There have been recent improvements in leadership by the acting headteacher and acting deputy headteacher.
- Financial management is good.

## **Commentary**

27. The overall leadership over time is unsatisfactory as the school has lacked direction and there has been insufficient emphasis on raising standards. The acting headteacher has only been in post since January 2005, following the early retirement of the substantive headteacher, and is leaving the school at the end of the academic year. The governors have been unable as yet to appoint a permanent replacement despite advertising the post. The acting headteacher was previously the deputy headteacher. Her post has been filled since January 2005 by the secondment of a deputy headteacher from another school. The leadership of both numeracy and literacy are both being undertaken on an acting basis by members of the management team due to the long-term absence of the post holders. At the time of the inspection supply or temporary teachers covered four teaching posts. During this period of uncertainty and change the acting headteacher and deputy headteacher have begun to tackle many of the previous weaknesses by evaluating standards and strengthening curriculum provision. However, these measures have not as yet had time to improve the quality of education provided by the school.
28. The school has not placed sufficient emphasis on analysing test results and comparing its performance with that of similar schools. This has resulted in a lack of identification in school improvement planning of what the school needs to do to improve pupil achievement and how this should be brought about. The acting headteacher and the governing body, working in partnership with the local education authority, have recently drawn up a detailed action plan. This addresses concerns to do with the quality of teaching and learning, standards and achievement and is based on more effective monitoring and evaluation of the school's strengths and weaknesses. Whilst the plan now identifies a number of key priorities that relate to the raising of attainment across all year groups, the intended actions have not yet had time to raise pupils' achievement. The continuing difficulties with staffing have meant that the acting headteacher and acting deputy headteacher have not had sufficient opportunity to monitor effectively the quality of teaching and learning across the school. They have started to address some of the previous weaknesses in leadership and management and more effective systems of school self-evaluation are being put in place. They both recognise the need to raise pupils' attainment to at least the national average and for all staff to be involved and committed to this process.
29. Curriculum subject co-ordinators have not sufficiently developed their leadership and management skills. There have been some opportunities for co-ordinators to monitor their subjects, mainly through classroom observation and scrutiny of teachers'

planning, but this has not been used to identify how teaching and learning can be improved. Subject co-ordinators all have one-year development plans but these are not then effectively linked to the whole school improvement plan. This restricts their leadership role and the opportunities to share the responsibility for developments with other teachers.

30. The co-ordinator for pupils with special educational needs provides effective leadership and management by developing a team approach to monitoring pupils' needs and monitoring their progress towards measurable targets. She provides valuable professional development for the role of teaching assistants who support these pupils and leads the team of mid-day assistants in managing lunchtime behaviour. She has been diligent in establishing very good links with outside agencies and uses her expertise very well, which has ensured effective support for pupils with a very specific need. Pupils' progress in behaviour has been hindered by too many staff changes in two classes despite the very good management and has reduced the quality of provision to good.
31. The governing body supports the school well. Governors ensure that the school meets most statutory requirements, but an issue relating to health and safety was brought to their attention during the inspection. They have good systems through a committee structure for finding out about the work of the school. All governors are linked to a class and regularly spend time in school, working alongside teachers and pupils. They know that standards are too low and are committed to supporting the school and ensuring that the pupils achieve the best they can. They are working with the acting headteacher and the local education authority to bring about the improvements that are needed. Governors have a good understanding of long-term financial planning and finances are carefully managed. Accounts are regularly scrutinised to ensure that spending limits are followed and funds for specific purposes, such as the additional money for special educational needs, are used well. Governors ensure that budgets are set to take account of educational priorities and that expenditure is planned to meet these. Financial control is well managed on a day-to-day basis by the school's administration officer. The carry-forward figure of 3.4 per cent for the year April 2004 to March 2005 is well within national guidelines.

**Financial information for the year April 2004 to March 2005**

Income and expenditure (£)		Balances (£)	
Total income	631,358	Balance from previous year	43,670
Total expenditure	622,046	Balance carried forward to the next	52,982*
Expenditure per pupil	2,853		

\*Figure to be confirmed on final year-end closure

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

## **SUBJECTS IN KEY STAGE 2**

### **ENGLISH**

Provision in English is **unsatisfactory**.

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

- Standards are too low and have fallen significantly since the last inspection.
- Teaching over time has been unsatisfactory, although some very good teaching was seen in Years 3 and 6.
- Marking of pupils' work is unsatisfactory and does not give sufficient indication of how pupils can improve their work.
- Subject leadership has been unsatisfactory with insufficient focus on raising attainment, although the recently appointed subject leader is now providing good leadership

#### **Commentary**

32. Pupils' work by the time they reach Year 6 in speaking and listening, reading and writing is below average and represents unsatisfactory achievement from their above average attainment on entry to the school. In the 2004 national tests, standards were well below the national average and very low when compared with similar schools. At the time of the last inspection teaching was satisfactory overall across the school but this is no longer the case. Evidence from pupils' books indicates that teaching has been unsatisfactory over time and this has led to pupils not making as much progress as they should. In the less satisfactory lessons the learning activities were not well matched to the needs of the pupils, with all pupils undertaking the same activities. This meant that the more able pupils were not sufficiently challenged in their learning and their progress was limited. Pupils of lower ability were not able to understand the tasks fully and consequently often their work was not completed.
33. In the very good lessons seen in Years 3 and 6, teachers had high expectations of the pupils, showed very good subject knowledge and as a result pupils achieved well. Pupils were clear about what they had to achieve within the lesson, questioning was used very effectively by the teachers to assess and extend the pupils' understanding and learning activities of differing levels were well matched to the pupils' abilities. Pupils in a Year 6 class showed high levels of interest in writing their own versions of Greek myths and were able to talk confidently about the features of this type of writing, both with other pupils and in response to very good questioning from the teacher. Pupils with special educational needs made good progress in the lessons and this is due to effective support from both class teachers and teaching assistants. Assessment in English is not used effectively but there is evidence that it is starting to improve. Targets for improvement in writing are now set and shared with pupils and these are displayed in classrooms. Marking in English has been unsatisfactory with some work unmarked and little indication in the comments from teachers as to what the pupils need to do to improve their work against the learning objective.

34. Pupils' attitudes to reading are generally good. Pupils in Years 3 and 5 spoke enthusiastically about the books they were reading and talked confidently about why they liked particular books. They were able to use indexes and glossaries in non-fiction books to locate information. Whilst the school encourages children to read with parents and carers at home there were not sufficient opportunities for children to read to and share books with adults in school. This means that for some children progress in reading is not as good as it could be.
35. The leadership and management of the subject over time have been unsatisfactory with insufficient evaluation of the impact of teaching on the standards pupils achieve. However, the recently appointed co-ordinator is now showing good leadership. He has a clear understanding of the strengths and weaknesses in teaching and learning across the school and is working well with consultants from the local education authority to implement improvements through training for all staff and support in classrooms. Standards have declined since the last inspection and therefore improvement is unsatisfactory.

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

36. The overall use of pupils' literacy skills in other subjects is unsatisfactory. Increasing use is being made by teachers of brief opportunities for pupils to discuss their work with other pupils in lessons. However, there is an overuse of mundane worksheets in subjects such as history and geography and this inhibits the development of writing skills. Pupils also need more opportunities to practise reading skills in other subjects.

## **MATHEMATICS**

Provision in mathematics is **unsatisfactory**.

### **Main strengths and weaknesses**

- Standards are low.
- Pupils' achievement is poor and boys do not achieve as well as girls.
- Assessment is not used consistently.
- Pupils are not informed well enough about how they can improve their understanding.
- The current co-ordinator provides clear direction for the subject.
- There are insufficient planned opportunities for numeracy across the curriculum.

### **Commentary**

37. Inspection findings show that standards are well below the national average by the end of Year 6 and that pupils' overall achievement is poor. Since 2001 when standards were well above the national average, standards have declined significantly and in 2004 the results showed that standards are well below those expected nationally. Teachers in all year groups do not have the benefit of leadership that identifies pupils' strengths and weaknesses in national and school tests on which to plan purposefully to raise standards in the subject. Boys do not achieve as well as girls because pockets of boys in several classes find difficulty in maintaining interest

during lessons. At the time of the last inspection standards were in line with the national average.

38. The quality of teaching and learning is unsatisfactory. Teaching expectations are too low and work is not matched well enough for pupils to build upon their previous achievements. There are weaknesses in marking pupils' work with helpful comments that enable pupils to develop a better understanding. The recent good practice of pupils' self-evaluation of their learning is not used consistently to revisit and unpick topics to increase their capabilities by planning for group work matched to pupils' needs. In Years 5 and 6 there are good examples of written guidance on pupils' work that raises their awareness of their learning. Year 5 pupils are gaining a high level of independence in recording their own targets and noting when they have achieved them.
39. In unsatisfactory teaching the focus of the new learning was confused by other ideas and the work offered to pupils was not matched well enough to their needs. The outcome of this was that the work was too easy for some pupils while others found it too difficult. Teaching assistants find difficulty in supporting pupils as well as they could since they are not always briefed about what it is the pupils they support are expected to achieve before they enter lessons. There is a disparity between the quality of pupils' presentation of work in parallel classes in most year groups.
40. Very good learning was observed in a Year 5 lesson. High teaching expectation resulted in higher attaining pupils identifying the mean and mode using tables and the computer. Pupils achieved very well since the previous day they found difficulty in interpreting information from graphs. This good example of revisiting a topic using different methods challenged pupils of all abilities including pupils with special educational needs, to look for patterns in information they had collected as part of investigations. Pupils enjoyed illustrating their own ideas on whiteboards of how a pattern might appear for everyday occurrences used.
41. Good teaching and learning in Year 4 made effective use of pupils' homework, which added to their enjoyment of learning. In this class plenty of opportunities for pupils to explain their learning helped the teacher assess their progress and pupils with special educational needs were well supported by a governor and learning mentor. In one Year 3 class effective use of time was made by allowing the lower attaining group to leave soon after the beginning of the lesson to engage on their task with the teaching assistant.
42. Leadership of the subject is good and management is satisfactory. The subject co-ordinator is new to her role. In her few months in the school she has devised a clear action plan relevant to the needs of teachers and pupils to raise standards and achievement throughout the school. She provides a very good role model in her own teaching and use of numeracy and ICT in the subject. Management of the monitoring of teaching and tracking of pupils' performance is satisfactory.

### **Mathematics across the curriculum**

43. Pupils' competence in mathematics is poor and they make insufficient use of their skills in other subjects. There are a few examples of handling data in science and history and measurement in design and technology. Opportunities are missed for

pupils to consolidate their understanding of area and perimeter in practical subjects, for example.

## SCIENCE

Provision for science is **satisfactory**.

### Main strengths and weaknesses

- Pupils' achievement is unsatisfactory.
- Good leadership is now beginning to raise standards and the quality of teaching is improving.
- There has been a good level of improvement since the last inspection.

### Commentary

44. In the 2004 national tests, standards were broadly average when compared nationally, but well below those found in similar schools. The proportion of pupils achieving the higher Level 5 was also broadly average when compared nationally, but well below average when compared with similar schools. The tests showed that girls generally do better than boys. Test results have improved slightly since 2003. The inspection findings generally confirm the test results. Current standards are average overall and good in Year 3. There is significant variation in the performance of pupils in different classes. Girls generally do better than boys. This is largely due to the negative attitudes of some boys towards the subject and their poor behaviour in some classes. Pupils' achievement is unsatisfactory overall. Historically, pupils enter Year 3 with above average standards and do not make sufficient progress through the school. In 2004, the number of points gained by pupils between Year 2 and Year 6 was well below the national average. However, standards are now rising and standards in current Year 5 are in line with expectations and improving rapidly due to good teaching.
45. Teaching and learning are satisfactory overall and, in several lessons seen, teaching was good. As a result, standards are rising. In good lessons, teachers plan well and ensure that the tasks given to pupils are well matched to their needs. In these lessons, pupils make good progress in their learning and have positive attitudes to their work. Teaching assistants make a valuable contribution to pupils' learning by reinforcing key concepts for less able pupils and by supporting pupils with special educational needs effectively. In less successful lessons, teaching is not sufficiently challenging and pupils quickly lose interest. More time is spent on managing pupils' behaviour than on teaching new concepts. In several classes insufficient attention is given to the presentation of pupils' work and, as a result, work in books is frequently untidy and lacking in attention to important details. Recent good teaching, especially in Years 5 and 6, is beginning to improve pupils' written work. Assessment is improving and is now beginning to be used effectively to adjust planning and set targets for improvement. However, marking is not yet fully focused on informing pupils what they need to do to raise their standards.
46. The leadership of the subject is good. The co-ordinator has a clear vision for improvement and the steps he has taken so far are beginning to have a positive effect on standards. Management is satisfactory. The analysis of performance data is now



beginning to be used effectively, but there is a need to monitor teaching further to ensure consistency within year groups. There is a need to make greater incidental use of ICT to support learning in the subject. Although some work has been done in gathering and analysing data, some teachers' lack of confidence in using ICT means that valuable opportunities are missed to make appropriate use of technology to support pupils' learning. There has been a good level of improvement since the last inspection. Standards have risen from below average to average and the quality of assessment systems has also improved. In terms of national tests, standards have risen significantly, with only 58 per cent of pupils achieving Level 4 in 1998 compared with 85 per cent in 2004.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

Provision for ICT is **unsatisfactory**.

### **Main strengths and weaknesses**

- The ICT curriculum is not balanced. There is an overemphasis on text and graphics at the expense of communication, information handling and programming.
- Some teachers have insecure subject knowledge and expertise.
- The ICT suite is crowded and this inhibits pupils' learning.

### **Commentary**

47. Standards are below average overall. However, standards in text processing, graphics and data handling are at least average and, in some classes, above average. Standards in evaluating information and in exchanging information with others are well below average. Standards in giving instructions and using computer models are below average. Pupils' achievement is unsatisfactory overall. Although pupils make at least satisfactory progress in their acquisition of basic text processing and graphical skills, they do not make sufficient progress overall in developing their information and communication skills or in programming.
48. Teaching and learning are unsatisfactory overall. Some teachers do not have sufficient subject knowledge or expertise to ensure pupils make adequate progress in all aspects of the subject. Unsatisfactory management of pupils in the ICT suite also has a detrimental effect on pupils' learning. Pupils are not making sufficient progress in their overall acquisition of skills, knowledge and understanding as they move through the school. Many pupils do not give their full attention to the work in hand and distract others by passing comments and through their disruptive behaviour. The design of the ICT suite also has a negative effect on pupils' learning as it is too cramped and teachers cannot circulate to give pupils assistance when they need it. Ineffective use is made of resources and many computers remain idle for significant periods during the day. Assessment is unsatisfactory overall. Although a start has been made on gathering information on pupils' performance, it is not used effectively to identify strengths and weaknesses in pupils' performance or to adjust planning to ensure even coverage of the programme of study.
49. The leadership of the subject is satisfactory overall. The recently appointed co-ordinator has a clear vision for the subject and has begun to address key issues through a good action plan. However, the management of the subject is unsatisfactory. There is a need for more rigorous self-evaluation and monitoring of

teaching, learning and the breadth and balance of curriculum. At the moment, staff appraisal is not being used effectively to ensure that all teachers have sufficiently secure subject knowledge and expertise to ensure high quality teaching of the whole programme of study for ICT. Improvement since the last inspection is unsatisfactory and insufficient progress has been made in addressing the assessment issues raised at that time. Standards have also declined.

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

50. The use of ICT across the curriculum is unsatisfactory overall. Although curriculum support time is given, it is largely limited to text processing and data handling. Opportunities do not exist for pupils to make casual use of ICT to support learning or to extend their ICT skills, for example ready access to the Internet in classrooms for research purposes.

### **HUMANITIES**

**Geography** was not an area of focus for the inspection and it is therefore not possible to make an overall judgement. Only one lesson was seen and pupils' previous work was looked at. **Religious education** was not inspected, as it will be part of a Section 23 inspection.

51. **Geography** is planned in accordance with national guidelines. Pupils in all year groups demonstrate satisfactory achievement when they record their ideas about the themes of African settlements, rivers and environmental change. They are able to locate places on maps and to identify the effect of water on the landscape. They are also able to compare other places, both in Britain and other parts of the world, with their own city. They have access to a satisfactory range of resources to support their learning, including globes and atlases. Pupils in Year 5 have the opportunity to use a residential visit to compare a village in Devon with their own locality. There is not sufficient difference between the work set for pupils of varying ability groups in each year to allow for an appropriate level of achievement. Marking is not used effectively to identify how pupils can improve their work.

### **History**

The quality of provision in history is **unsatisfactory**.

### **Main strengths and weaknesses**

- Teachers' expectations of what pupils can achieve are too low and lead to insufficient challenge for more able pupils and the setting of mundane learning activities.
- The curriculum is not sufficiently well balanced, with long gaps in time between the teaching of history.
- Marking is not used well to identify how pupils can improve their work.
- Very good use is made of the City of Plymouth Museum's Education Service for Schools to enhance children's opportunities for historical investigation.

### **Commentary**

52. Standards in history by the end of Year 6 are below those expected nationally but pupils' achievement in lessons is now satisfactory. Standards are similar to those found at the time of the last inspection. Good use of teaching assistants supports children with special educational needs and enables them to make good progress. History is planned in accordance with National Curriculum guidelines and coverage of the curriculum is satisfactory. However, the overall planning of the subject is not sufficiently well balanced. This leads to children undertaking only one, or at most two, units of history each year which results in gaps of up to thirteen months before the next unit is studied. This limits pupils' opportunities for building on and developing previously learnt skills in historical interpretation and enquiry.
53. By the end of Year 6 pupils have a satisfactory knowledge of life in other periods of history such as the Victorian period, World War Two and the ancient Greek and Roman civilisations. The World War Two study is effectively linked to what life was like for the inhabitants of Plymouth during the Blitz. This was followed up in a Year 5 English lesson with children undertaking writing about the evacuation of children. Through this work pupils developed a good understanding of what life must have been like for the inhabitants of Plymouth during the bombing of their city.
54. Teaching and learning are unsatisfactory overall. Evidence in pupils' books indicates an over-reliance on printed worksheets that do not assist them in developing their historical understanding. The subject co-ordinator is aware of this and has identified it as an area for development. Marking of pupils' work is unsatisfactory with little indication of success in their learning or of how they can improve and develop their work. The standards of work seen in pupils' books were unsatisfactory with no evidence of the setting of different tasks for pupils of varying abilities. This has resulted in a low level of challenge for the majority of pupils in all year groups.
55. The leadership and management of the subject are now satisfactory. The subject co-ordinator has been effective in making good use of the Plymouth Museum Education Service. This has involved visits from staff from the museum who have taught children how to use historical artefacts from the Greek and Egyptian civilisations to investigate what life was like at these times and for these people. The museum staff also worked with Year 5 pupils on their World War Two study and during the inspection provided a display of artefacts to support this work. The pupils responded very well to the staff from the museum and their learning was enhanced and extended by the experience.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

**Design and technology** and **art and design** were not foci of the inspection. No lessons were seen in these subjects and it is not possible to come to any judgements about provision, teaching or learning. From the sampling of pupils' work and conversations with them, it appears that standards are broadly average in both subjects. **Physical education** was not a focus for the inspection. Only two lessons were seen. It is, therefore, not possible to make a firm judgement about provision in the subject. In addition to observing lessons, inspectors spoke to the subject co-ordinator about her work. Only two lessons were seen in **music** and it is not possible to make an overall judgement about provision in the subject.

56. In the two **music** lessons seen the teaching and learning were good and very good and as a result standards reached were above expectations and pupils achieved well.

In both lessons pupils responded very well to teachers' high expectations of behaviour and challenge to compose and perform their own music. Lessons moved at a good pace and practical activities well managed. These enabled pupils to collaborate very well, discuss their ideas and interpret group compositions. Effective use was made of imagery in music to identify how characters and mood could be portrayed in music. Enthusiastic teaching and very good encouragement helped recall musical terms to describe the speed and volume of music played on the piano or trumpet. Boys as well as girls appreciated the opportunity to be creative with lots of quiet laughter and evident enjoyment. Music makes a high contribution to the spiritual life of the school. Inspirational playing by teachers of the piano and trumpet helps pupils recognise how two different parts can be sustained and increases their ability to sing in two parts as part of assembly. Resources are good and used well. There are gaps on the whole school plan that prevent an overview of what is being taught.

57. Most pupils achieve well in **physical education**. From a scrutiny of teachers' planning it is clear that all aspects of the subject receive appropriate coverage over the year. All pupils in Years 4 and 5 have the opportunity to swim and are expected to achieve the expected 25 metres distance by the end of their time at the school. Teaching in the lessons seen was good. Teachers changed appropriately for the lesson and this set a good example for the pupils. Lessons had a good structure with a warm-up session, main activity and cool-down period. Pupils enjoyed the lessons and co-operated well. They were given opportunities to reflect on their own and other pupils' performance and to then improve upon them. Pupils were able to describe well the effect that exercise has on their bodies and why it is valuable for fitness and health. Pupils showed good gymnastic and catching and throwing skills and were able to work well as part of teams. Good strategies were used by teachers and teaching assistants to ensure that all pupils, including those with physical disabilities, were able to participate appropriately within the lesson.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

No lessons were seen in this area so no judgement can be made about overall provision.

58. Teachers know the needs of their pupils well and provide good pastoral care. Pupils with emotional and behavioural problems benefit from opportunities to talk to a professional counsellor and learning mentor. Effective arrangements for assessing pupils with special educational needs help them to gain good support. Pupils play a full part in the life of the school including 'mediators', 'buddies', prefects and school council. Weekly class discussions ensure pupils are guided through problems. Visitors to the school contribute effectively to pupils' understanding of sex education and how to resist peer pressure and say no to drug misuse. The family ethos of the school and good induction arrangements encourage care for others. Recently pupils are better informed about the need for rules with posters and rewards for good behaviour. The school implements a government scheme of work and aspects of health are included in science and physical education and help pupils more fully understand relationships between people and their environment in geography. All statutory requirements are met in relation to sex and drugs education.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement	Grade
<b>The overall effectiveness of the school</b>	<b>5</b>
How inclusive the school is	5
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	5
<b>Overall standards achieved</b>	<b>5</b>
Pupils' achievement	5
<b>Pupils' attitudes, values and other personal qualities (ethos)</b>	<b>4</b>
Attendance	3
Attitudes	4
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4
<b>The quality of education provided by the school</b>	<b>5</b>
The quality of teaching	5
How well pupils learn	5
The quality of assessment	5
How well the curriculum meets pupils' needs	5
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>5</b>
The governance of the school	3
The leadership of the headteacher	5
The leadership of other key staff	5
The effectiveness of management	5

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