

INSPECTION REPORT

ST PETER'S C OF E PRIMARY SCHOOL

Plymouth

LEA area: Plymouth

Unique reference number: 113485

Headteacher: Mr S Boatright

Lead inspector: Mr F Ward

Dates of inspection: 6th – 8th December 2004

Inspection number: 267932

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: Voluntary aided
Age range of pupils: 3 - 11
Gender of pupils: Mixed
Number on roll: 107

School address: Rendle Street
Plymouth
Devon

Postcode: PL1 1TP

Telephone number: (01752) 667 724
Fax number: (01752) 267 976

Appropriate authority: The governing body
Name of chair of governors: Rev Prebendary S Philpott

Date of previous inspection: 30th September 2002

CHARACTERISTICS OF THE SCHOOL

St Peter's is smaller than most primary schools, catering for pupils aged three to 11, including 23 attending part time and nine full-time in the nursery class. The number on roll has fallen recently and tends to fluctuate as families move in and out of the area. Around a third of the pupils have joined from other schools. Ninety seven per cent are of white British heritage, with the rest of mixed descent from a range of ethnic backgrounds; three are in the early stages of using English as an additional language. Pupils come mainly from the locality, with many families facing extreme social and financial challenges. The number of pupils with special educational needs varies from year to year but is always well above the national average, many with communication and behaviour difficulties. Currently, one pupil has a statement of special educational need. The overall attainment of children starting school aged three is well below that expected for their age. The proportion of younger pupils in Years R to 3 is higher than expected and there is a mixed-aged class in Years 4/5. Since the last inspection, the deputy headteacher and literacy co-ordinator have changed. The school is involved in a number of initiatives – Excellence in the City, Leadership Development, Sure Start and the local education authority's Intensive Support Programme – and gained the Healthy Schools Award this year. Following being judged to have serious weaknesses at the last inspection, a visit by an Additional Inspector, on behalf of the Office for Standards in Education, in June 2003 found reasonable progress had been made in addressing the key issues to improve leadership and management and raise standards of attainment, especially in English.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18605	Mr F Ward	Lead inspector	Foundation Stage Mathematics Information and communication technology (ICT) Personal, social and health education and citizenship English as an additional language
11566	Mrs H Smyth	Lay inspector	
32606	Mrs V Derwas	Team inspector	Science Geography History Music Special Educational Needs
32624	Mr R Harrison	Team inspector	English Art and design Design and technology Physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school. Pupils achieve well from a very low start because teaching is good. Overall, standards are below average. The school is well led and managed, providing good value for money.

THE SCHOOL'S MAIN STRENGTHS AND WEAKNESSES ARE:

- Pupils achieve especially well in numeracy but many are not good listeners or thoughtful speakers and therefore have problems with writing.
- Pupils confidently use new technologies but not yet in all areas of their learning.
- Pupils with special educational needs, those who use English as an additional language and the significant minority who joined the school other than at the normal time make good progress.
- Nearly all pupils are enthusiastic about school but a few have poor attendance records.
- Teachers and assistants work very effectively together, checking and developing pupils' learning.
- Pupils are very well cared for, guided and supported, but many lack self-confidence.
- While governors and managers know how to improve the school, development plans have too many priorities and do not show how progress will be measured.

Since the school was inspected in 2002, improvement has been good. While standards have risen faster than in most schools, pupils' progress is held back as they are not confident communicators. Writing is still an issue but the headteacher and governors are now more effective in tackling this and other shortcomings.

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*	E	E*	D
mathematics	E*	D	E*	D
science	E	E	E*	E

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

Pupils achieve well. Children start school, aged three, with overall very low levels of attainment for their age, especially in their use of language and social skills. They make good progress through the nursery and reception class but by the time they are five years old, only a few reach the early learning goals set for them in nearly all areas of learning. However, they achieve very well in their physical development, as progress is less dependent on language skills, and reach the goals set for them. Pupils achieve well in Years 1 and 2. Unconfirmed national tests results for Year 2 pupils in 2004 show that standards compared to all schools are average in mathematics, below average in writing and well below in reading. Compared to similar schools, standards are well above average in writing and mathematics and above average in reading. Currently, standards in Year 2

are well below average in speaking and listening, and below average in reading, writing, mathematics and science. Achievement in Years 3 to 6 is also good, especially in numeracy. While unconfirmed results in 2004 national tests for Year 6 pupils in English, mathematics and science are in the bottom five per cent in the country, only ten pupils took the tests and four of these had joined from other schools; such small numbers do not give a reliable picture of standards overall. Currently, standards in Year 6 are below average in English, mathematics and science. The well above average numbers of pupils with special educational needs, the few with English as an additional language and those joining from other schools make good progress as a result of effective specialist support. The small number from different ethnic backgrounds achieve as well as others with similar capabilities. Generally, pupils achieve well using word processing but are not confident in other areas of information and communication technology. Insufficient lessons were seen to make a secure judgement about standards of achievement in other subjects.

Pupils' personal qualities, including spiritual, moral, social and cultural development, are well promoted. Pupils have a clear understanding of right from wrong, have a strong sense of fairness and nearly all play and work happily together, regardless of their background. They are fully involved in everything the school offers, are keen to take on responsibility but have difficulty solving problems in their work and collaborating with others. Behaviour is good. Unauthorised absence is well above the level in most schools despite considerable effort by the school to reduce it.

QUALITY OF EDUCATION

The school provides a good quality of education, as teaching is good. Teachers and assistants work very effectively together, setting high standards of behaviour. They are especially good at engaging pupils' interest and encouraging them to work hard. Pupils respond well but many of the youngest pupils are not good at working collaboratively. All pupils, regardless of their backgrounds, are able to take a full part in lessons as work is generally well matched to their capabilities. Very effective use is made of test results to identify and help pupils overcome learning difficulties. The curriculum is well planned to develop pupils' literacy and numeracy skills but not yet to increase the use of new technologies. Very good learning opportunities are provided outside the classroom. Pupils are very well looked after, feel secure and are able to express their views. Links with the community, the church and other schools make a very effective contribution to pupils' learning.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The governors, headteacher and senior staff work effectively as a team to improve the school. Governance is good and all statutory requirements are met. However, there are too many development priorities and most do not directly focus on raising pupils' achievement. In addition, plans do not show how managers can check the effectiveness of their actions or spending decisions. Financial and administrative procedures are efficient.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are appreciative of what the school does and feel very well informed. Pupils say they like school and enjoy doing practical work.

IMPROVEMENTS NEEDED

THE MOST IMPORTANT THINGS THE SCHOOL SHOULD DO TO IMPROVE ARE:

- Further improve pupils' writing by providing more opportunities in all subject lessons for paired, small group and class discussions about what they write.
- Press on with procedures to reduce levels of unauthorised absence by focusing especially on the few parents whose children have poor attendance records.
- Extend the use of new technologies to support pupils' learning in all subjects.
- Help pupils become more self-confident and adventurous by giving them more opportunities to take the initiative.
- Reduce the number of development priorities and clearly identify specific measures by which to check the effectiveness of actions and spending decisions to raise pupils' standards.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Overall, pupils achieve well. In Years 2 and 6, standards are below average in English, mathematics, science and information and communication technology (ICT).

MAIN STRENGTHS AND WEAKNESSES

- Children in the nursery and reception classes achieve well, making very good gains in their physical development.
- Standards in English, mathematics and science, although still lower than average, have risen faster than in most schools and pupils make good gains from a very low start.
- While pupils achieve well overall, their progress is held back by poor communication skills.
- Pupils with special educational needs, those with talents and the few using English as an additional language make good progress.
- Pupils' word processing skills are well developed but they are less secure in other areas of ICT.

Commentary

1. Children enter the nursery, aged three, overall with very low levels of attainment, especially in their communication and social skills. They quickly settle, making good progress as a result of consistently good teaching in the nursery and reception classes and achieve well. However, their poor linguistic skills continue to hold them back in all areas of learning, apart from their physical development where nearly all reach the learning goals set for them by the time they are five years old. Here, progress is less

dependent on use of language and the provision is very good. In personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world and creative development, only a few reach the expected learning goals.

2. Following the last inspection, when there was serious underachievement, particularly with pupils' writing, there has been significant improvement in the quality of teaching and leadership and management. As a result, standards in English, mathematics and science have risen faster than in most schools. Results in national tests for pupils in Year 2 and Year 6 fluctuate considerably from year to year because numbers in each cohort are small, ranging from 10 to just over 20; the proportion of pupils with special educational needs is well above average; and, in recent years, there has been well above the expected number of young pupils in the classes taking the Year 2 tests when they were still six years old. In addition, a considerable number of pupils join from other schools. This means that published test results need to be interpreted with caution and comparisons with other schools and with pupils' results in Year 2 and Year 6 are not reliable indicators of standards or the value added by the school.
3. Unconfirmed national test results for Year 2 pupils in 2004 show standards in reading well below average compared to all schools and above average for similar schools; standards in writing are below average compared to all schools and well above average for similar schools; in mathematics, standards are average overall and well above average for similar schools. Teacher assessment in science shows standards below average compared to all schools and above average for similar schools. For Years 6 pupils in 2004, standards in English and mathematics are recorded as in the bottom five per cent of schools and below average for similar schools; standards in science are also in the bottom five per cent and well below average for similar schools.

These tables show clearly the comparisons with national results:

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
reading	14.3 (15.2)	15.8 (15.7)
writing	13.7 (15.7)	14.6 (14.6)
mathematics	16.5 (17.2)	16.2 (16.3)

There were 22 pupils in the year group. Figures in brackets are for the previous year.

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

Standards in:	School results	National results
English	22.8 (24.0)	26.9 (26.8)
mathematics	22.8 (25.8)	27.0 (26.8)
science	22.8 (27.0)	28.6 (28.6)

There were 10 pupils in the year group. Figures in brackets are for the previous year.

4. While pupils achieve well overall in Years 1 to 6 because of good teaching, below average speaking and listening skills continue to be a barrier to learning. Staff are effectively helping pupils to listen more attentively and give more thought to what

they want to say but there is still a long way to go. This holds back pupils' development in reading, writing, mathematics and science, where the inspection found that standards for the current Years 2 and 6 are below average.

5. There are no differences in achievement between boys and girls or by pupils from different ethnic backgrounds, including the few in the early stages of learning English as an additional language. Pupils with special educational needs are identified early and given very effective support from staff. Those with specific talents are given additional opportunities, often with the help of outside agencies, to extend their skills. As a result, all these pupils make good progress.
6. During the inspection, it was not possible to make overall judgements about the standards in subjects other than English, mathematics, science and ICT. While pupils' word processing skills are as expected for their age, they lack confidence in other areas, particularly in data handling, modelling and control, and standards are below average.
7. The school accurately identifies pupils' capabilities and their likely performance in national tests. As a result, school targets for national tests are realistically challenging.

Pupils' attitudes, values and other personal qualities

Pupils enjoy all that the school offers but are not confident when working independently. They behave well and willingly take on responsibility. Pupils' spiritual, social, moral and cultural development is good. The attendance rate is very low.

Main strengths and weaknesses

- While the school works very hard to improve attendance, a few pupils are persistently absent.
- All pupils enthusiastically take part in school activities and most behave well, although many pupils lack confidence to work independently and need a lot of personal support.
- Many pupils do not confidently deal with difficulties when working on their own or with others.
- Their personal development is mostly well provided for.

COMMENTARY

8. Since the last inspection, the school has explored a number of approaches to tackle the high level of absence. Staff have worked closely with the local education authority, focusing on helping families experiencing financial and social challenges where parents have difficulty managing their lives. Whilst the absenteeism rate has not fallen, the number of families being targeted has reduced, mainly because they have moved their children to other schools. The inspection findings confirm that the school is doing all it reasonably can to improve attendance.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.8	School data	2.3
National data	5.1	National data	0.4

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

Four boys were excluded and the correct procedures were followed.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	Number of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	88	5	0
White – any other White background	2	0	0
Black or Black British - African	1	0	0
Any other ethnic group	1	0	0
Parent/pupil preferred not to say	2	0	0
Information not provided	33	0	0

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

9. All pupils, including those with special educational needs, eagerly take a full and active part in the wide range of school activities in and beyond the classroom. Pupils from ethnic minorities and the few in the early stages of learning English as an additional language are well integrated and achieve as well as others with similar capabilities.
10. Pupils generally behave well and the school is an orderly community. However, when pupils are having lunch in the hall, some are too noisy as they are not good listeners and shout to make themselves heard.
11. Many pupils are easily put off when they encounter difficulties in their schoolwork. Initially, they are inclined to say that they do not know what to do and lack initiative. However, teachers are very good at encouraging individuals to re-focus their thinking through guided questions, which usually results in the difficulty being overcome. Some assistants and voluntary helpers are not so skilled in this approach and, on occasions, give too much support, further undermining pupils' belief in their own capabilities.

12. A significant minority of pupils, especially in the nursery and reception classes, are not very good at resolving differences with others. They lack the social skills to avoid disputes and the language to talk through issues. Staff sensitively and consistently help individuals understand how they can help themselves. Older pupils are being encouraged to work collaboratively through role-play and innovative projects.
13. Pupils are encouraged to express their opinions and their views are taken into account in lessons and, more formally, through the school council and questionnaires. They report they like school and enjoy doing practical work. They willingly take on responsibilities and are considerate of others.
14. Pupils feel valued and appreciated for what they do and are encouraged to reflect on their feelings and their effect on others. They have a strong sense of right, wrong and fairness as moral values are well promoted. Pupils are well aware of their own culture and have an increasing appreciation of how other people live in the world and the contribution of different ethnic groups to British society. Parents and carers say they are very pleased with the way the school promotes their children's personal development.
15. Overall, these findings are similar to those in the last inspection.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. Teaching, learning and the curriculum are good, with very many enrichment opportunities. Pupils are very well looked after. Parents and carers are appreciative of the school.

TEACHING AND LEARNING

Teaching and learning are good.

Main strengths and weaknesses

- Teaching and learning have improved considerably.
- There is a strong focus on developing literacy, numeracy and pupils' personal qualities.
- While teachers are including more opportunities for pupils to develop communication skills, this does not happen to the same degree in all parts of lessons.
- Increasing use is being made of new technologies but staff still lack confidence in some areas of ICT.
- Staff set and achieve high expectations in work and behaviour.
- Teachers and assistants work very well together to make lessons interesting and appropriate for all pupils.
- Pupils' progress is thoroughly checked and the information is used effectively to plan lessons and help individuals learn from their mistakes.

Commentary

16. Teaching and learning are good overall. This is a significant improvement on the previous inspection when the teaching in about one in ten lessons was poor. Parents and carers are very happy with the quality of teaching.

Summary of teaching observed during the inspection in 40 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	6 (15%)	31(77.5%)	3 (7.5%)	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.

17. The strength in the teaching and learning comes from the importance given to helping pupils overcome their poor communication and social skills and giving them a belief in themselves. Staff are aware that this is an ongoing task as many pupils have few opportunities outside of the school to reinforce these attributes. As a result of considerable in-service training and intensive support from the local education authority, teachers have become more skilled in these areas. In all lessons, staff provide many opportunities to develop literacy, numeracy and collaborative working. Now pupils are achieving well and standards in English, mathematics and science have risen faster than in most other schools. However, opportunities for helping pupils become more attentive listeners and thoughtful speakers are not consistently used in all lessons, particularly when pupils are working in smaller groups.
18. Despite considerable training, some staff are not yet fully confident in using new technologies to support teaching and learning across subjects. Guidance and resources are readily available but often equipment is not used to its full potential, such as the interactive whiteboards in nearly all classrooms.
19. Overall, pupils work hard in lessons and are well behaved as staff set and make sure their high expectations are realised through gentle reminders and appropriate encouragement. Teachers and assistants work very effectively together to encourage and involve all pupils in active learning. This is particularly helpful for pupils with special educational needs and the few using English as an additional language, who make good progress.
20. Staff thoroughly check and record pupils' performance, using observations, marking of recorded work and regular tests. They use this information very well in planning lessons, keeping track of pupils' progress and setting group and school targets, especially in English, mathematics and science. As a result, staff and pupils are very aware of what needs to be done to improve learning further.

The curriculum

The school provides a good curriculum for all pupils.

Main strengths and weaknesses

- The curriculum is broad, and balanced, providing many practical opportunities, especially for the improvement of communication skills but not to the same degree in all subjects.

- There are good subject links across the curriculum, including for the development of language, literacy and numeracy but not yet sufficiently for information and communication technology.
- Pupils' personal, social and health education are very well promoted through innovative projects.
- The school has a very good range of out-of-school activities.
- The provision for pupils with special educational needs and the few learning English as an additional language is good.

Commentary

21. The school provides a good curriculum for all its pupils. Schemes of work have been extensively improved since the last inspection. Subjects and areas of learning are well planned and organised, and kept under regular review. Pupils gain much from this effective provision as learning is well matched to their interests and needs. The school has planned well the development of communication skills into all its provision. However, lack of proficiency in this area holds back pupils' progress as they move to the next stage of their education. While there has been a recent focus on improving speaking and listening, there are still insufficient planned opportunities in all subjects for pupils to discuss and explore ideas before recording their thoughts in writing.
22. Effective links between subjects help make pupils' learning purposeful and systematic. This has been particularly successful in developing pupils' numeracy skills in many practical ways. The use of information and communication technology skills is being extended to support learning in subjects but is not yet well established as staff still lack confidence in their use. Particular care is given to personal, social and health education, including drugs and sex education.
23. Teachers keep the curriculum fresh and innovative, most recently focusing on pupils' personal development, which is very well promoted. For instance, pupils are being helped to use massage to develop social skills in order to encourage more effective collaborative learning. The school also has just gained the Healthy Schools Award for its work in helping pupils with their diet, exercise and safe play.
24. There is very good provision for pupils' learning outside the school day. Pupils gain confidence and skill from the many sporting and personal development activities available, such as sailing, African drumming, sports coaching and, for the older pupils, the Junior Ten Tors Expedition. The school further enriches the curriculum by working very closely with other local schools in providing activities, such as tennis and drama. School sports' teams compete successfully in local competitions and tournaments in netball, hockey and cross-country running. Parents and carers are very appreciative of these additional activities.
25. The provision for pupils with special educational needs is good. Curriculum plans take full account of pupils' needs and reflect the targets in the clear individual education plans. As a result, pupils make good progress. All pupils, boys, girls and those from ethnic minority backgrounds or having English as an additional language, have equal access to the curriculum. Talented footballers are effectively supported and their achievements celebrated by the school.

26. Resources are generally good although the library stock is not extensive. Information and communication technology facilities are very good but are not yet being fully used. The accommodation is good and well maintained with more room becoming available, as the number on roll has fallen. Although there are limited grassed areas, the paved playgrounds are extensive. Overall, the school makes effective use of its space to support teaching and learning.
27. Religious education and collective worship are inspected and reported separately by the area Church of England Diocesan Education Office.

Care, guidance and support

Pupils are very well cared for, guided and supported.

Main strengths and weaknesses

- Pupils are very well cared for and are being encouraged to show more initiative.
- The learning mentor has a positive impact on pupils' learning.
- Very good arrangements are in place to welcome both parents and children who are new to the school.

Commentary

28. The school places great importance on the health, safety, care and protection of pupils. This is a significant improvement since the last inspection when child protection procedures were unsatisfactory.
29. The school provides good support for pupils with special educational needs and involves the appropriate outside agencies promptly and effectively. The specific needs of all pupils, including those who join the school unexpectedly during the school year, are assessed very early. Individual education plans are developed with parents, class teachers and assistants and regularly reviewed. As a result, these pupils make good progress.
30. Relationships between pupils and all adults in the school are very good so pupils feel confident about asking for guidance. However, the school is trying to encourage pupils to show more initiative and not become over dependent on adults.
31. The school has the benefit of a learning mentor who is readily available to guide individuals through difficulties they face at home and school. Effective use is also made of outside support agencies when additional specialist support is needed.
32. Three-year-olds and other new pupils make a smooth start to their time in the school because of very effective induction arrangements involving pre-visits and meetings. The significant number of pupils who join from other schools are also very well supported with an induction booklet, which, with specific weekly targets, is designed to help them adjust quickly to everyday routines. They are also allocated a pupil mentor who helps them with any difficulties. Parents and carers are very appreciative of these arrangements.

33. Older children take a very active role in the school. They help with younger pupils during lunchtime and occasionally visit their classrooms so that the younger children can explain their work. This contributes further to the school's efforts to improve pupils' speaking and listening skills. The school council further enhances pupils' sense of belonging to the school community and its recommendations are taken seriously, as in making lunch play times more purposeful and fun.

Partnership with parents, other schools and the community

Links with parents, other schools, the church and the community are very good.

MAIN STRENGTHS AND WEAKNESSES

- The school is very good at seeking parents' views and dealing with any concerns quickly.
- There is little support for pupils' education from some homes.
- Contact with other schools, the church and community make a very effective contribution to pupils' learning.

COMMENTARY

34. The school is very good at keeping in touch with parents and making it easy for them to contact staff. They feel their concerns are dealt with quickly and sensitively. They especially enjoy coming to school events, such as the weekly 'achievers' assembly' and the termly productions. A few reported that they are not aware of who the governors are. The inspection found that some governors regularly visit the school, helping in classes, and wear a name badge to identify themselves. The school is considering displaying photographs of governors and their names in the entrance hall to help parents more easily recognise the governing body.
35. Parents are well informed about school activities and have plenty of opportunities to find out about their children's progress through termly meetings, the annual report and informal meetings with staff. The school prospectus has recently been reviewed and is now better presented and easier to read.
36. Whilst most parents are interested in their children's education, only a minority are able to help their children complete homework. Few communicate through the home/school diaries with class teachers about their children's achievements and difficulties. This lack of support means that pupils have little reinforcement of their learning at home, holding back their progress and playing down the value of independent study.
37. The school has very good links with other local schools. Staff attend joint training sessions and pupils take part in special events, such as area sports and games competitions and arts festivals. Older pupils regularly visit the specialist secondary school for practical activities to develop their design and technological skills. These experiences further enrich teaching and learning.
38. The school is very much part of the local community. The parish priest is chair of the governing body, regularly visiting the school and leading the collective act of worship.

He is very supportive of the school and his guidance is very much appreciated by staff, parents and pupils. There are effective links with local businesses and industries. These experiences help broaden pupils' awareness and understanding of society and their neighbourhood.

39. Overall, these findings on links with parents, other schools and the community are an improvement on the previous inspection.

LEADERSHIP AND MANAGEMENT

Leadership, management and governance are good.

Main strengths and weaknesses

- The headteacher and senior managers are a strong team.
- Governors are well informed, supportive and involved.
- Teaching and learning are being effectively developed in key areas.
- Development plans have too many priorities and do not show how progress will be measured.
- The financial effects of the falling roll are well managed.
- Money is well spent.

Commentary

40. There has been significant improvement since the last inspection when the leadership and management of the school were found to be seriously weak. Key to this progress has been the setting up of a standards committee of governors, working in partnership with the school's senior management team. Now there is a strategic overview of developments, clearly focused on raising pupils' achievement, and governors and managers know where the school is going. In this, they have been very effectively helped by the local education authority providing management advice, training and additional finances. Parents and carers report that they have noticed how the school runs more smoothly now.
41. The headteacher is very effectively supported by his deputy and Foundation Stage, literacy and numeracy co-ordinators; he leads this team well. Together, they are the driving force ensuring that the school community remains committed to seeking ways of improving teaching and learning in key areas. They have been successful in raising standards in English, mathematics and science faster than in most schools but recognise there is considerably more work to do, particularly with regard to improving attendance, pupils' self-esteem and communication skills and their use of new technologies.
42. The very long serving chair of the governing body works closely with the headteacher; he is very supportive and keeps a careful check on the running of the school. The governing body ensures all statutory requirements are fully met. In addition, governors are linked to classes and also meet with subject managers as members of development teams. Reports from the headteacher and managers on what effect actions are having on raising standards form a central part of governors' meetings. In this way, they have an accurate picture of the school and this allows

them to make informed decisions about what needs to be done next. As a result, governance is good.

43. Generally, staff with management responsibilities are good leaders and managers. In particular, the literacy and numeracy managers work very effectively with the assessment co-ordinator. Together, they rigorously analyse test results, scrutinise samples of pupils' work and look at lesson plans to identify and tackle shortcomings. Consequently, they have an accurate picture of what needs to be done to continue improving teaching and learning. They set very good examples through their own teaching and actively seek to help colleagues through training, advice and leading staff meetings.
44. The school improvement plan identifies appropriate priorities to move the school forward but also contains a great number of actions that are more concerned with maintaining an effective provision. This creates an overload of tasks and managers have difficulty determining what are the most important areas to be working on. Also, it is not always clear exactly what aspect of pupils' learning is being targeted and how progress will be checked. As a consequence, there are no measures by which managers can evaluate the effectiveness of their actions and governors of their spending decisions.
45. Performance management procedures are effectively used to help teachers set professional targets and identify their training needs. These are appropriately focused at improving teaching and learning in priority areas.
46. Governors use their finances wisely, keeping a careful check on expenditure. In recent years, the school budget has reduced because of falling numbers. Governors have dealt with this difficult challenge well and ensured that the resulting overspend from 2003/04 has been recouped, mainly through reductions in staffing.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	466,113	Balance from previous year	-4,295
Total expenditure	478,492	Balance carried forward to next year	-12,379
Expenditure per pupil	3,890		

47. The school is very aware of and applies the principles of best value when taking financial decisions to improve the quality of education. New ideas are carefully considered, costs compared and wide consultation takes place. In addition to the reducing budget, the school had also to deal with refurbishment of the roof, requiring very careful attention to spending decisions. Overall, teaching and learning are good, pupils achieve well and standards are improving, indicating that leaders and managers are doing a good job. Consequently, the school provides good value for money. This is a significant improvement on the previous inspection when the leadership, management and value for money were unsatisfactory.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

In the nursery and reception classes, the inspection focused on children's personal, social and emotional development, communication, language and literacy skills and their mathematical and physical development. Other areas of learning were sampled.

While children achieve well, their poor communication and social skills on entry hold back progress in most areas of learning, apart from their physical development, which is less dependent on language. Consequently, only a few children reach the goals set in many areas of learning for five-year-olds by the time they start Year 1. These are similar findings to the last inspection. Staff work very effectively together to provide interesting and relevant learning activities that encourage children to want to talk about what they are doing and collaborate with others. They are helped in this by the open-plan design of the nursery and reception classes that allows staff and children to move freely between the two rooms. Staff set and achieve high standards for children's behaviour, successfully creating a busy and orderly climate in the classrooms. Children generally respond well to the consistently good teaching. Staff have an accurate picture of children's individual strengths and weaknesses as they keep a close check on their progress, using the information very effectively in their teaching to help them improve. This is particularly beneficial to the well above average number of children with special educational needs and the few who are at the early stages of learning English as an additional language. These pupils are given specific and specialised help and, as a result, make good progress. Leadership and management are good as the co-ordinator knows what needs to be done to continue to improve provision but plans do not include specific targets for raising children's achievement.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children are well supervised and well cared for.
- Many older children show increasing independence.
- Learning opportunities focus well on developing social skills.

COMMENTARY

48. While some of the youngest three-year-olds sometimes are reluctant to leave their parent/carer at the start of sessions, they quickly settle, as they know they are safe and very well cared for. The older children in the reception class happily come to school and show increasing independence in the way they take responsibility for themselves, such as going to the toilet, getting changed and putting things away. Many of the youngest three and four-year-olds, amounting to over half the children, are not able to sustain their concentration very well. Staff are very good at encouraging them to explore and try out new ideas when working together but many show little initiative on their own. Similarly, when working and playing in small

groups, without adult supervision, many are unable to resolve minor difficulties or disagreements. Staff have rightly made this a focus of teaching and learning, consistently and sensitively helping children to develop effective ways of getting on together. Careful attention is paid to making sure children understand why certain behaviour is not acceptable and very effective use is made of praise to acknowledge success. Children are becoming more aware of the differences between themselves and others, especially those from different ethnic groups, as staff celebrate the contribution minorities in the classes make, such as in their language and customs. This good teaching helps pupils achieve well and, while there is significant improvement, only a few children are likely to achieve the early learning goals set for them in their personal, social and emotional development.

COMMUNICATION, LANGUAGE AND LITERACY

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

MAIN STRENGTHS AND WEAKNESSES

- Many children continue to have difficulty communicating despite making good progress through the nursery and reception classes.
- Teaching and learning strengthens pupils' speaking and listening skills through discussion about the many interesting practical activities provided.

COMMENTARY

49. Many of the youngest three-year-olds are reluctant speakers and need a great deal of encouragement to express their views. Staff take every opportunity to engage them in conversation, helping them build up their vocabulary, as they play and work together. Whilst older reception children are far more confident when talking, they still find it difficult to develop ideas and much of their speech is disjointed. Here again, staff effectively encourage individuals to think through what they want to say, usually relating this directly to some interesting activity they are sharing. Whilst children quickly recognise the importance of listening to the adults when they are spoken to, they are not so attentive when listening to each other. Younger children are not very familiar with books and need help when looking at the pictures to focus their attention. Older children are able to follow stories with adults and are beginning to recognise a few words but they also find it difficult to sustain concentration when looking at books on their own. Staff make the learning of letter sounds an enjoyable experience through games and songs. In the nursery, children are encouraged to make marks to 'name' their work and many are beginning to understand that letters are made of different shapes. Some reception children can produce recognisable letters, write their name and copy simple sentences. Overall, children achieve well because of this strong emphasis on speaking and listening and the consistently good teaching. However, only a few are likely to reach the early learning goals set for them in communication, language and literacy by the time they are five years old.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

MAIN STRENGTHS AND WEAKNESSES

- The good practical activities provided encourage discussion and help children improve their language skills.
- Children's progress is held back by their poor language skills.

COMMENTARY

50. Teaching and learning are based very much on practical and interesting activities that encourage discussion. While even the youngest quickly grasp mathematic ideas, they find it very difficult to explain their thinking because of poor language skills. Staff effectively introduce and reinforce the meaning of mathematical words, particularly in the use of number and measure. They are very good at using everyday activities to focus children's attention on the use of mathematics, such as when taking the register, lining up and comparing quantities and sizes. As much of the teaching and learning is through topics, these mathematical ideas are also developed through other areas of learning, such as when cutting out card circles to make the 'gingerbread man's' face. Most older children can recognise numbers and count up to 10, although not all can write them correctly. Most need help when sorting and making patterns. They are beginning to identify some simple two-dimensional shapes but often become confused when trying to name them. Despite the consistently good teaching, most children's well below average language skills hold back their progress and only a few are likely to reach the early learning goals set for them in mathematical development by the time they start Year 1.

PHYSICAL DEVELOPMENT

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

MAIN STRENGTHS AND WEAKNESSES

- Children make rapid progress and achieve very well because of the good teaching and challenging opportunities provided.
- Very effective use is made of resources and accommodation.

Commentary

51. Whilst children's physical skills are well below that expected for their age when they start in the nursery, aged three, they make rapid progress as their poor language skills do not inhibit development in this area of learning. Staff make very effective use of the spacious hall and covered outdoor area to provide many interesting and challenging opportunities where children can explore their physical capabilities. There is a very good range of equipment, such as climbing frames and wheeled toys, and children have daily sessions to play and work on their own and with adult guidance. In the classrooms, careful attention is given to making sure that from the earliest stage children are helped to hold and use small tools, materials and construction toys to develop their eye-hand control. As a result of this very good provision and teaching, children achieve very well and many reach and a few exceed the early learning goals set for them in physical development by the time they are five years old.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD, CREATIVE DEVELOPMENT

52. Children's **knowledge and understanding of the world** is well promoted through a range of interesting and relevant topics, based on practical first-hand experiences. The programme is well planned to make effective use of the school grounds, locality and events in the children's lives. The focus is to encourage children to want to talk about what they discover. Increasingly, more use is being made of new technologies and children confidently use the computer and listening centre.
53. Staff plan many varied opportunities for **creative development**, using a wide range of media. For many of the children, this is the only time they are able to handle different materials creatively, such as play-dough and pasta. Children enjoy singing and making music, accompanying familiar songs with a good range of percussion instruments. Children also gain much from activities in the role-play areas, currently a post office, to help them develop social and communication skills. They particularly enjoy acting out stories using finger puppets which encourage their listening skills and concentration, as they did when portraying the nursery rhyme "Little Miss Muffett".

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards have improved but remain below the national average.
- There is an increasing focus on developing pupils' speaking and listening skills but not to the same degree in all subjects.
- Many pupils are not confident writers and handwriting standards remain low.
- Teaching and learning are consistently good and effective use is made of information on pupils' progress.
- Leadership and management are very good.

Commentary

54. Standards have risen since the last inspection faster than in most schools but are still below the national average. This improvement has been achieved through the successful development of more effective teaching methods to tackle low achievement in communication skills. The school has benefited considerably from intensive support by the local education authority. The inspection confirms the good quality of teaching and learning that is now consistent throughout the school.
55. Standards in speaking and listening in Years 2 and 6 are still well below average. Teachers plan carefully and with increasing expertise to provide opportunities for pupils to improve these skills. They do this through careful use of questioning when teaching, and through encouraging pupils to discuss with partners when developing their ideas and understanding in lessons. Pupils' vocabulary and more precise use of language are benefiting from this work and increasing their confidence in their own ability to express their thoughts clearly. However, there is a considerable way to go to develop pupils' communication skills to a level where they are no longer a barrier to learning. Currently, there are still insufficient opportunities in all subject lessons and activities outside the classroom to encourage attentive listening and thoughtful speaking.
56. Standards in reading in Years 2 and 6 are also below average because of the underdeveloped language skills of most pupils. The school has an established policy of teaching basic reading skills and teachers and assistants encourage pupils to practise their reading regularly. A system of home/school diaries enables parents to support their children's development of reading although not all parents take part. Some boys show little interest in the reading materials used in school and plans are under way to supplement the book stock with material of interest to them. Similar plans are being pursued to provide additions to the school library so that pupils can draw on a wider range of fiction and non-fiction titles. While older pupils know how to retrieve information from books and printed material, they are not very confident in applying these skills.

57. Standards in writing are below average in Years 2 and 6. The difficulty most pupils have in expressing their thoughts clearly in speaking is a major barrier in developing their writing. In addition, because of their lack of success, many have a negative attitude to any work requiring writing. The school has put considerable effort into making writing a more relevant and less stressful activity by linking work to interesting and stimulating experiences, such as encouraging pupils to produce newspapers and a 'pop-up' book for younger readers. One of the most successful approaches has been for pupils to first discuss and plan their writing with a learning partner before starting to write. This stimulates ideas and encourages them to think about what they want to communicate. However, handwriting is generally not good and few older pupils have developed a confident, flowing style. This detracts from the appearance of finished work.
58. Pupils are generally achieving well because of the more flexible approaches to teaching. This was very apparent in a Year 2 lesson on story structure where card cut-out puppets were effectively used to stimulate reticent pupils to speak, including a boy in the early stages of using English as an additional language. Teachers and assistants know their pupils very well and provide very effective support to individuals and small groups. Staff are particularly skilled at assessing their pupils' progress in lessons, marking work and regular tests and identifying and tackling specific and class shortcomings, such as pupils taking more responsibility for checking their own spelling.
59. The new subject manager provides very good leadership. She has a clear vision and well-thought-out plans to support other teachers in improving standards by developing teaching and learning further. For example, in collaboration with the local education authority consultant, she is leading a programme of training in writing skills and spelling.

Language and literacy across the curriculum

60. Opportunities are created for pupils to apply their language and literacy skills in all subject lessons but not consistently or to the same degree. Subject displays around the school feature pupils' comments and plans, valuing their efforts, as are the written and spoken contributions of pupils in assemblies and school productions.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Although still below average, standards have improved faster than in other schools.
- Pupils achieve well, especially in numeracy, as a result of consistently good teaching but this is undermined by poor language skills and lack of confidence.
- Information on pupils' progress is very effectively used.
- Leadership and management are very good but development plans do not have measures to check the effectiveness of actions.

Commentary

61. While standards are currently below average for pupils in Years 2 and Year 6, they have risen faster than in other schools since the last inspection. This is because the school, with considerable support from the local education authority, has made the development of effective teaching and learning a training priority for staff. Now teaching is consistently good and, as a result, pupils achieve especially well in using their numeracy skills, not only in mathematics lessons but in other subjects as well. The large proportion of pupils with special educational needs and the few with English as an additional language benefit particularly from effective individual and small group work and make good progress.
62. Pupils achieve well in Years 1 and 2 as they are given plenty of interesting practical work to support their learning. However, despite the considerable effort by staff to encourage pupils to focus on how they carry out calculations, many have difficulty, because of undeveloped language skills, in describing their thinking. Consequently, while they usually grasp new ideas and are able to successfully apply this knowledge when working with adults, they often lose confidence when working on their own and show little initiative. This was apparent in Year 2 when more able pupils were able to measure and compare their heights but did not show interest in taking the work further, such as to discover how accurate they had been.
63. Pupils continue to achieve well in Years 3 to 6 as a result of good teaching that combines a good balance of challenge and support. Teachers and assistants work very effectively together and make very good use of resources, particularly in giving those who learn at a slower pace more practical experiences. Pupils respond very well in their behaviour and attitudes to the clear explanations, well-structured lessons and encouraging atmosphere. They concentrate well and are productive in class sessions and when working in groups or individually with adults. However, on their own, they quickly lose concentration when they encounter a difficulty, needing encouragement to clarify their thinking.
64. The school keeps a very close check on pupils' progress through tests and ongoing assessment in class. Marking is especially helpful, with pupils being given very clear guidance on how they can improve. In each class, groups of pupils have particular targets to improve common shortcomings in their learning that are regularly reviewed.
65. Leadership and management are very good. The co-ordinator has played a key role in developing teaching and learning. She has a clear and accurate view on what needs to be done and developments have been well chosen to tackle the appropriate priorities: currently, these are to help pupils become more adept at breaking down word problem calculations into manageable steps. However, development plans do not yet include measures by which the school might evaluate how effective actions have been to improve pupils' achievement.

MATHEMATICS ACROSS THE CURRICULUM

66. Teachers are very good at helping pupils apply their mathematical knowledge in other subjects. These include producing graphs in geography, measuring the growth of plants in science, and making sure materials are fixed at right angles in design and make activities.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils achieve well and are able to carry out investigations systematically.
- Teaching is good but staff do not confidently use new technologies.
- Pupils have difficulties recording their investigations because of limited language skills.
- Pupils are enthusiastic and curious learners.
- Leadership and management are good but development plans are not sufficiently helpful.

Commentary

67. Discussions with pupils and looking at their work show standards for Year 2 and Year 6 remain below average. However, pupils have secure knowledge of what they have learnt and are making good progress from a very low starting point. They achieve well, as they learn from an early age how to carry out a step-by-step approach to practical investigations that is reinforced consistently by all staff. Therefore, by the time they reach Year 6, nearly all pupils understand how to conduct an experiment and can explain how to make a fair test. This is an improvement since the last inspection.
68. Teaching and learning are good. In the four lessons observed, teachers and assistants worked very effectively together, engaging pupils' interest and using a range of teaching approaches. They set and achieved high standards of behaviour and work. In a Year 2 lesson on electric circuits, the emphasis was on exploration so that when the bulb did not light up, pupils were encouraged to find out why. Careful questioning by staff guided pupils to recognise the importance of completed circuits and how some materials do not conduct electricity. While staff generally make good use of appropriate resources to support teaching and learning, some lack confidence with new technologies, such as using the interactive whiteboards.
69. Teachers' planning takes good account of the school's focus on speaking and listening and helps all pupils, including those with special educational needs and pupils who have only recently joined the school, to make good progress. The widespread use of learning partners in all lessons enables pupils to develop communication skills and work collaboratively with each other when carrying out experiments or discussing observations. Staff are good at encouraging them to use the correct scientific language during these sessions. However, pupils generally below average language skills still remain a barrier to their learning, especially when explaining what they have found out.
70. Pupils enjoy science experiments and enthusiastically recall past experiences. The youngest attend a science club that helps channel their curiosity and gives them more confidence. Year 6 pupils gain much from visiting the local secondary schools for a science lesson with a specialist teacher and are eagerly anticipating their move to this next stage in their education.

71. The recently appointed subject co-ordinator is keen and knowledgeable, providing good leadership and management. She has helped staff become adventurous in their approach to practical work, allowing pupils more opportunities to try out their own ideas. Currently, she is helping develop a more consistent and accurate way of assessing and recording pupils' investigative skills. While she is able to keep a check on how staff are covering the science programme, she has not yet had the opportunity to support and develop teaching and learning through classroom observation. As a result, her development plans do not focus specifically on aspects of pupils' learning or indicate exactly what improvements are intended.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils' word processing skills are well developed but they are less confident in other areas.
- Staff are being trained but still lack confidence in using new technologies.
- The manager knows what needs to be done but has not yet had sufficient time to implement her plans.
- Facilities and equipment are very good.
- New technologies are not being used sufficiently across subjects.

Commentary

72. Standards overall are below that expected for Year 2 and Year 6 as pupils are not confident in all areas of ICT, especially data handling, modelling and control. This is a decline since the last inspection when standards were higher than expected. However, pupils' word processing skills are well developed and they enjoy applying them to support their learning in different subjects and activities. Year 6 produced high quality visual presentations of their residential trip earlier in the autumn and Year 3 put together informative illustrated posters describing the life of Henry VIII as part of a history project.
73. Staff have attended locally organised training and have improved their own competence, especially in the areas where pupils lack confidence. As a school, they have discussed how to include more opportunities to use new technologies in their teaching. The manager has indicated in each subject scheme of work where ICT activities can be introduced in order to develop skills progressively. She has also provided guidance to show links to a very good range of resources that staff can draw on for further helpful material. However, she has not yet had time to check and develop teaching and learning by giving direct help to colleagues in the classroom. As a result, the use of new technologies varies across the school, particularly in the application of newly acquired skills. This results in teaching and learning overall being satisfactory.
74. Nearly all classrooms have interactive whiteboards but these are used intermittently and not always to their full potential. In Year 1, pupils understanding of counting in

fives was helped by the visual presentation of a number square but not developed further. During the inspection, little use was made of the computers in classrooms but the school reports activities are regularly planned for individuals and pairs to follow up work on their own. This is beneficial to pupils with special educational needs, particularly in reinforcing basic skills in literacy and numeracy, and to provide more able pupils with extension work. These pupils report they look forward to the opportunities and make good gains in their learning.

75. Only one lesson of ICT was observed during the inspection. All classes have a weekly timetabled session in the very well equipped computer suite. Lessons are planned to develop specific ICT skills and linked to work being carried out in other subjects in the classroom. Year 2 pupils practised editing skills using a poem they had been studying in English. This was a very well prepared session with effective guidance being given by staff that resulted in nearly all pupils completing the task successfully and achieving well.

Information and communication technology across the curriculum

76. This is a developing area. Whilst there are appropriate plans and guidance available, ICT activities are still being introduced as an additional feature of subject lessons rather than an integral part of teaching and learning. However, individual members of staff are beginning to experiment with new technologies to good effect. In a Year 6 physical education lesson, a video camera was very effectively used to help pupils evaluate and improve their gymnastic movements in a sequence.

HUMANITIES

Work in geography and history was sampled.

77. There is insufficient evidence to make an overall judgement about provision in this area. Two lessons were seen in history and one in geography as well as displays of pupils' work. There were also discussions with staff and pupils.
78. The new **geography and history** co-ordinator is currently helping staff introduce more practical activities to develop pupils' enquiry skills while at the same time improving their speaking and listening. In the Year 3 history lesson, the teacher made effective use of new technologies to introduce pupils to an investigation about inventories of Tudor homes. In the final lesson in a series looking at toys in the past, Year 1 pupils were given the opportunity to explain their display to their parents, which they did with enthusiasm. A Year 6 lesson made good links between geography and mathematical understanding, as pupils learnt how to create a bar chart for annual rainfall in different countries. Displays of pupils' work in classrooms and around the school celebrate pupils' achievements in both subjects as well as reinforcing important and useful words to further extend their limited vocabulary.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Work in art and design, design and technology, music and physical education was sampled.

79. Only two lessons each of design and technology and physical education, one in music and none in art and design were observed, insufficient to make an overall judgement about provision. However, inspectors talked to pupils and staff, looked at pupils' work and curriculum plans and attended a school assembly.
80. A good variety of pupils' work in **art and design** was displayed in classrooms and other areas and recorded in sketchbooks. The skills of staff and a visiting artist from the local church have been used effectively to develop pupils' understanding of the importance of art in worship. Other artwork shows an appropriate range of experiences in a variety of media. This is often linked to topics in different subjects, such as painting portraits of famous people in history, like Henry VIII, or observational drawings of plant and animal life in science. This is helpful in encouraging pupils to think creatively and makes their learning more meaningful.
81. In **design and technology**, pupils show confidence in designing, making and improving their work. In a Year 2 class, pupils prepared imaginative plans for the construction of a simple wheeled vehicle. The teacher paid particular attention to helping pupils understand the need for care in their handling of tools and materials. As a result, they worked safely when cutting and gluing card before assembling the vehicle's body. In a Year 4/5 lesson, the teacher gave a stimulating introduction to the making of a pop-up storybook. Pupils responded enthusiastically, engaging in purposeful discussion with partners about their imaginative designs.
82. The co-ordinator is working effectively to raise the profile of **music** in the school. Pupils sing enthusiastically in school assemblies, where a commercially produced recording of hymn singing is used effectively to accompany them. Pupils benefit from a range of enrichment opportunities. There are two recorder clubs and the Excellence in the City project runs after school music workshops which are open to all pupils. This term, they have had the opportunity to learn African drumming in the percussion workshop. Pupils and parents are very enthusiastic about the termly school productions, where the emphasis is on singing and performing for enjoyment with every pupil participating. In the one lesson seen, Year 3 pupils practised their contribution for the Christmas concert. The teacher and assistant worked very well together making sure that each pupil, regardless of their capability, was able to improve their singing. The assistant carefully went over the words and the tune for pupils with special educational needs, giving encouragement and praise.
83. Pupils are given many opportunities to extend their experiences and skills in **physical education** through lessons and an extensive enrichment programme. In Year 6, the teacher effectively led by example how to perform a carefully planned sequence of gymnastic activities. Imaginative use was made of both video recording and writing to help pupils evaluate and improve their performance. The school has made particular efforts to encourage pupils to enjoy a wide range of sporting activities. Pupils have competed successfully in local hockey, netball, football and cross-country competitions as well as having access to tuition in sailing and tennis. The few pupils who have outstanding sporting skills are well supported and encouraged and make good progress. In Year 6, pupils have the opportunity for outdoor and adventure activities, through training for the "Junior Ten Tors" competition. The two playgrounds provide scope for some outdoor games but the lack of a grassed area restricts the possibilities for athletics or other activities. Workers from a local centre visit the school each day

to provide support for play activities at lunchtime, ensuring that the playgrounds are used creatively.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education was sampled.

84. Only two short personal, social and health education lessons and an assembly were observed during the inspection. Pupils in Years 2, 4 and 6 were spoken to and discussions were held with staff about their plans. This is insufficient evidence to make an overall judgement about provision.
85. Pupils' personal development is a strong focus in the school and not just confined to specialist **personal, social and health education** lessons. However, these are used to introduce and explore particular issues relevant to the age and maturity of pupils. Staff are always looking at ways to help pupils develop their social skills, especially with regard to enabling them to work collaboratively on class projects. Currently, the Year 3 teacher is introducing an innovatory approach using paired head massage. In the session observed, pupils responded well to her guidance and, without embarrassment or inappropriate behaviour, worked quietly and with obvious enjoyment. In the subsequent discussion, they all reported feeling better and were looking forward to working further with their partner on a design and technology practical activity that followed this session. In the Year 6 lesson, the teacher sensitively explored with pupils how they could resist peer pressure when being tempted to take part in shoplifting.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3

Overall standards achieved	4
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	3
Attendance	7
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	2

The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
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).