

INSPECTION REPORT

WARBERRY CE PRIMARY SCHOOL

Torquay

LEA area: Torbay

Unique reference number: 113403

Headteacher: Mrs Rhona Griffin

Lead inspector: Mrs Alison Cogher

Dates of inspection: 7 – 9 February 2005

Inspection number: 268195

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 Controlled
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
Number on roll:	353
School address:	Cedars Road Torquay Devon
Postcode:	TQ1 1SB
Telephone number:	01803 292642
Fax number:	01803 215325
Appropriate authority:	Governing body
Name of chair of governors:	Mrs Anne Derbyshire
Date of previous inspection:	18 January 1999

CHARACTERISTICS OF THE SCHOOL

This large Church of England Voluntary Controlled Primary School in Torquay admits pupils from three to eleven years old and is maintained by Torbay Local Education Authority. Attainment on entry to the school has fallen in recent years and is now below average. The percentage of pupils known to be eligible for free school meals is average. The percentage of pupils identified as having special educational needs is below average. Their needs are varied, the largest group having difficulties related to speech and communication. Less than ten percent of pupils belong to ethnic groups other than white UK heritage. The number of ethnic groups represented is large, with few pupils in each group. The number of pupils with English as an additional language is very small and none were directly observed during the inspection. The number of pupils who join or leave the school other than at the usual time of admission into the Nursery is above average. The social and economic characteristics of the area are average. The school has been awarded and maintained the Healthy Schools Award since 2001.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
24805	Alison Cogher	Lead inspector	Foundation Stage Religious education Personal, social and health education and citizenship
14032	Marion Saunders	Lay inspector	
8864	Peter Clifton	Team inspector	Mathematics Art and design Design and technology
3855	David Langton	Team inspector	English Geography History
32639	Adam Higgins	Team inspector	Science Information and communication technology Music Physical education Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a satisfactory school with some good and very good aspects. Standards in Year 6 are well above average in English, above average in mathematics and average in science. However, standards in Year 2 are below average in reading and mathematics. Pupil achievement is satisfactory overall. Attainment on entry to the school has fallen since the last inspection and there has been a period of instability in staffing. The very good leadership of the headteacher, good governance and management have ensured that the school has identified and responded to aspects of its work that require improvement. The school provides a supportive and caring environment with a positive ethos. Teaching is good overall although assessment information is not being used effectively. Pupils enjoy school and have positive attitudes to learning. The school gives satisfactory value for money.

The school's main strengths and weaknesses are:

- The leadership of the headteacher is very good.
- Provision for children in the Foundation Stage is very good and children achieve well.
- Teachers have good teaching skills.
- Standards in reading and mathematics in Year 2 are below those expected.
- The use of assessment is not being used effectively to raise pupil achievement and standards.
- Provision for pupils with special educational needs is good and these pupils achieve well.
- Pupils benefit from very good curriculum enrichment activities.
- Pupils have little understanding of their own learning or what they need to do to improve.
- The organisation and timetabling of the curriculum does not motivate pupils or enable them to practise their skills in a range of contexts.

The school has made satisfactory improvement since the last inspection. Good progress has been made in relation to the key issues identified. Pupils are managed very effectively and a whole school curriculum for pupils' personal, social and health education has been implemented. Parents receive very good information about the curriculum and the school's health and safety policy is adhered to fully. Other improvements include the implementation of strategies to improve teaching and learning. However, the use of assessment information to guide teaching is unsatisfactory overall, standards in Year 2 have fallen and there are inconsistencies in pupil achievement.

STANDARDS ACHIEVED

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those with similar percentages of pupils eligible for free school meals.*

Pupils' achievement is satisfactory overall but inconsistent between year groups, between pupils of different ability, and between subjects. Children in the Foundation stage achieve well from lower than average standards when they start school. By the end of reception children do not reach the expected goals in their development of communication, language and literacy or mathematical skills. In all other areas of learning children reach the expected goals. Pupils in Years 1 and 2 achieve satisfactorily overall and attain average standards in writing but below average standards in reading and mathematics. However, too few pupils reach the higher levels in mathematics. Pupil

achievement in Years 3 to 6 is also satisfactory overall. Standards in Year 6 are well above average in English above average in mathematics and average in science. However, this represents satisfactory achievement as this group of pupils attained above average standards when they were in Year 2. Pupils with special educational needs achieve well because the provision made for them is good and they are well supported in lessons.

Pupils' personal development is good. Their spiritual and cultural development is good and their moral and social development is very good. Pupils have positive attitudes to their work and school and behave very well. Attendance is satisfactory and punctuality is good.

QUALITY OF EDUCATION

The quality of education provided by the school is satisfactory. The overall quality of teaching is good. Teaching in the Foundation Stage is very good and children learn well. Overall, teaching in Years 1 and 2 is satisfactory and in Years 3 to 6 it is good. Throughout the school, teachers have good subject knowledge and use a good range of teaching methods. Their management skills ensure pupils develop positive attitudes and generally learn well in lessons. However, use made of assessment information to guide the planning of lessons is unsatisfactory overall in Years 1 to 6. A significant minority of lessons are planned to meet the learning needs of average pupils so the learning needs of some lower and higher ability pupils are not met. Pupils have little knowledge of their own learning or what they need to do to improve. Pupils enjoy school and the provision made for their care, welfare and health and safety is very good. The curriculum is satisfactory but its organisation and timetabling result in pupils being involved for long periods of time in very similar activities and some individual lessons are too long. As a result pupils lose interest and their learning slows. Few effective links are made between subjects. The curriculum is enhanced by very good after-school clubs and other activities. The school's partnership with parents is very productive. Very good links with other schools and effective links with the community provide very good additional support for pupils learning.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The headteacher provides very strong leadership and has successfully conveyed her vision for the future improvement of the school to staff and governors. Subject leaders have worked hard to improve the quality of teaching but have not focused sufficiently on the use of assessment information to raise pupil achievement and standards. Governance is good and ensures that the school complies with statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Pupils are happy with their school and appreciate the way their views and ideas are acted upon. Parents are very supportive of the school and express many positive views. The inspection team agrees with the positive views but also agrees with the concerns expressed by a few parents that work set for pupils is not always sufficiently challenging.

IMPROVEMENTS NEEDED

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

- Raise pupils' achievement and standards in reading and mathematics in Year 2.
- Ensure subject leaders make effective use of assessment information to improve teachers' planning of lessons and involve pupils in their own learning.
- Ensure the curriculum is effectively organised and timetabled, and links are made between subjects to support pupils' learning.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievement is satisfactory overall. Children in the Foundation Stage and pupils with special educational needs achieve well. Standards in Year 2 are average in writing and below average in reading and mathematics. Standards in Year 6 are well above average in English, above average in mathematics and average in science.

Main strengths and weaknesses

- Children achieve well in the Foundation Stage and are well prepared for their work in Year 1.
- Standards in English are well above average in Year 6.
- Standards in Year 2 are not high enough in mathematics and reading.
- Some pupils underachieve because the planning of lessons does not take sufficient account of their previous learning.
- By Year 6 standards are above average in aspects of music and in art and design and physical education.
- Pupils with special educational needs achieve well.

Commentary

1. Children's attainment on entry to the school is below average. The very well planned and imaginative curriculum and very good teaching ensure that they achieve well through the Nursery and Reception classes. As a result, by the time the children enter Year 1, standards are at, or very close to, the expected levels in the six areas of learning.
2. In recent years there have been two issues beyond the control of the school that have affected standards in Years 1 and 2. A period of instability in staffing that included recruitment difficulties resulted in a succession of temporary teachers taking classes. This issue has been resolved. In addition, changes to the ward boundaries in Torquay altered the areas from which the school admits pupils. This has affected the overall level of attainment on entry, which is now lower than it used to be. These two factors partially explain a downward trend in results in Year 2. Compared to schools nationally reading standards have fallen from being well above average in 2001 to below average in 2004. In writing, standards in 2001 were well above average and average in 2004. Above average standards in mathematics in 2001 fell to below average in 2004. Inspection findings confirm the standards recorded in the 2004 national tests. Current standards in Year 2 are average in writing, speaking and listening and science, and below average in reading and mathematics. Pupils' achievement overall is satisfactory in Years 1 and 2. However, in some lessons the work planned does not meet the needs of pupils of different abilities because assessment information is not being used effectively to guide teaching. Lessons that are planned to meet the needs of average pupils result in some pupils underachieving and this has a marked impact on the proportion of pupils attaining the higher Level 3 in national tests.

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

Standards in:	School results	National results
Reading	15.2 (16.6)	15.8 (15.7)
Writing	14.5 (15.2)	14.6 (14.6)
Mathematics	16.0 (16.8)	16.2 (16.3)

There were 49 pupils in the year group. Figures in brackets are for the previous year

3. The school's results in the national tests for Year 6 pupils were well above average in 2004 in English and mathematics, and above average in science. The achievement and progress made by these pupils was satisfactory as they had attained above average standards in Year 2. Standards seen during the inspection show a similar pattern for Year 6 pupils with well above average standards in English and above average standards in mathematics. However, standards in science are broadly average owing to fewer than expected numbers of pupils working at the higher Level 5. Good teaching, particularly in Years 5 and 6, is ensuring the school is on course to achieve the targets set for Year 6 pupils in 2005. However, the inconsistent use of assessment information to plan work at different levels in the core subjects is limiting the impact of teachers' good classroom skills. As a result, the achievement of some higher and lower ability pupils is unsatisfactory in some lessons, although achievement overall from Year 2 to Year 6 is satisfactory.

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

Standards in:	School results	National results
English	29.0 (28.3)	26.9 (26.8)
mathematics	28.7 (27.1)	27.0 (26.8)
science	29.4 (29.4)	28.6 (28.6)

There were 54 pupils in the year group. Figures in brackets are for the previous year

4. Pupils achieve well in singing and standards are above average by Year 6. Some specialist teaching and extra-curricular activities give pupils very good additional opportunities to succeed. Standards are also above average in art and design and physical education. Standards in physical education are particularly well supported by visiting specialist teachers and the very good programme of extra-curricular activities. In religious education and ICT standards are average.
5. There are no significant differences between the achievement of boys and girls. Good assessment information is used well to guide the teaching of pupils with special educational needs. These pupils also receive effective support from teaching assistants and, as a result, they achieve well and make good progress in relation to their own learning targets.
6. The school has made good progress in developing procedures to record the assessment information gathered for each pupil. However, the use of this information to guide the planning of a sufficiently broad range of challenging activities that meet the needs of all pupils is underdeveloped. The role of the subject leaders is clearly understood, but is not yet sufficiently well focused on tackling the weaknesses in the use of assessment to guide planning as a means of raising standards.

Pupils' attitudes, values and other personal qualities

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

Main strengths and weaknesses

- Relationships throughout the school are very good and pupils behave very well.
- Pupils enjoy school and the range of activities provided.
- Pupils' social and moral development is very good.
- The school is very active in promoting good attendance.

- The school does not provide enough opportunities for pupils to consider the cultural and ethnic diversity of British society.

Commentary

- Throughout the school, pupils work well with each other. From their time in the Nursery and Reception classes, they are encouraged to work alongside each other and learn to co-operate during both lessons and playtime. Year 6 pupils help with the younger pupils during wet playtimes and strong friendships develop between different aged pupils.
- The school's positive behaviour policy and clear rules are understood by pupils, who work hard to adhere to them. Outside play is boisterous, but good-natured with boys and girls playing together. Pupils say that there is little bullying and that it is dealt with effectively if it does occur. There have been two permanent exclusions in the past year; both were dealt with appropriately.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	291	6	2
White – any other background	8	0	0
Mixed – White and black Caribbean	3	0	0
Asian or Asian British – Pakistani	1	0	0
Asian or Asian British – Bangladeshi	1	0	0
Chinese	3	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	11	0	0

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

- Pupils are generally very enthusiastic about both their work and their play. A significant majority of pupils take part in the very varied extra-curricular activities provided by the school, with many pupils participating in several activities. Pupils generally enjoy their lessons but also say that they could be expected to do more, and some lessons go on for too long. In the best lessons pupils are challenged and visibly strive to achieve. This was evident in a Year 5 and 6 music lesson, where all pupils, including those with special education needs, demonstrated very high levels of concentration and active participation.
- Pupils' moral and social development is supported very well by the school ethos. Pupils are helped to view themselves as part of the school community and are encouraged to take responsibility for both themselves and others. Year 6 pupils have regular tasks around the school and the school council has initiated a number of improvements in the school, including the introduction of Playtime Pals. Playtime Pals help to settle playtime disputes and are valued by other pupils, who have welcomed this initiative. Pupils have a very good understanding of right and wrong and are able to consider differing points of view and make decisions. Pupils are provided with opportunities both in personal, social and health education lessons and during assemblies to consider moral issues. Pupils are active in supporting charities, most recently raising money for the Tsunami appeal.

11. The school works hard to promote attendance and punctuality. Pupils receive certificates for 100% attendance. Most pupils arrive at school in good time each day and the school encourages this by providing supervision for thirty minutes before the official start of the day. Despite the school's very good practice, the attendance rate is affected by the significant numbers of parents who take their children on holidays during the school term.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.9	School data	0.1
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.

12. The school provides good opportunities to promote pupils' cultural development through subjects such as art and design, music and religious education. However, the school has not yet developed a curriculum which will ensure that pupils have a good awareness of the cultural and ethnic diversity of British society.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is satisfactory overall. It is very good in the Foundation Stage and satisfactory overall in Years 1 to 6. Teaching is good overall but inconsistent across the school. The use made of assessment information is unsatisfactory in Years 1 to 6 and this has a direct impact on pupils' achievement. The Foundation Stage curriculum is very good. It is satisfactory in Years 1 to 6 and but is enhanced by very good additional learning opportunities. Pupils are cared for very well and receive satisfactory advice and guidance. There are very productive links with parents and other schools and good links with the community.

Teaching and learning

Teaching and learning are good overall but inconsistent across the school. Teaching is very good in the Foundation Stage. Teaching is satisfactory overall in Years 1 and 2. In Years 3 to 6 teaching is good overall. The use made of assessment information is unsatisfactory.

Main strengths and weaknesses

- Very good teaching in the Foundation Stage ensures children learn very well.
- Teachers have good subject knowledge and use questioning well to support pupils' learning.
- The use of assessment information to plan work for pupils of different ability is inconsistent and unsatisfactory overall.
- Teachers manage pupils effectively and this successfully promotes good attitudes and very good behaviour, which enables pupils to learn well.
- Teaching assistants and other support staff make a valuable contribution to pupils' learning.
- Pupils have little understanding of what they need to do to improve.

Commentary

13. Teaching in the Nursery and Reception classes is very good. Teachers use what they know about children to plan a very good range of purposeful activities that are well matched to children's needs and abilities. Teaching assistants are deployed very effectively and all adults engage children in discussions linked to what children are expected to learn. As a result, children make very good gains in knowledge and understanding across all six areas of the Foundation Stage curriculum. In all lessons children participate confidently in the very good

range of practical activities and, as a result, they learn very well. Children establish positive attitudes to learning, which serves them well as they tackle their work in Year 1.

Summary of teaching observed during the inspection in 38 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (3 %)	11 (29 %)	10 (26%)	16 (42%)	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.

14. Teaching is good overall. The quality of teaching and learning in Years 1 and 2 is satisfactory. In these years, very good relationships between teachers and pupils results in a positive working climate. Teachers' good subject knowledge is evident from their clear explanations and good quality questioning, which help develop pupils' understanding in all subjects. Teachers use electronic whiteboards effectively to engage pupils' interest. Lesson plans show a good link between activities and the objective set for learning. However, the objectives are sometimes too hard or lack challenge for some pupils and do not build on their previous learning. The result of too little challenge is that too few pupils achieve the higher Level 3 in English, mathematics and science and this reflects the unsatisfactory use made of assessment information to guide the planning of lessons. For example, in mathematics, pupils' work shows the same data handling exercise being completed by Year 1 pupils and higher-attaining Year 2 pupils.
15. In Years 3 to 6 the quality of teaching and learning is good overall and in nearly one third of lessons it is very good. Very good lessons occur more frequently in Year 5 and 6 and are characterised by a high level of challenge and objectives that are set to meet the needs of all pupils in the class. Teachers' very good management skills ensure that time is used effectively and, as a result, pupils behave very well and are keen to learn. In contrast, in satisfactory lessons, the pitch of work is not consistently challenging pupils effectively with work being set which is either too easy or too difficult, and this slows the learning of some pupils. Teachers have the assessment information they need but do not always use it to good effect when planning lessons. For example, in some Year 3 and 4 lessons seen, learning objectives were pitched at the level of the Year 3 pupils and this left the Year 4 pupils being insufficiently challenged for part of the lesson.
16. Teaching assistants throughout the school are deployed effectively and provide valuable support for individual pupils and small groups of pupils. Technical support for teachers and pupils in ICT is particularly successful and supports pupils' learning well. The school has recently developed good procedures to track pupils' progress and this is enabling support to be targeted for specific groups of pupils needing extra support. Teachers mark pupils' work carefully and write comments that encourage and support pupils. However, comments rarely give pupils a clear idea about what they have learned and need to do next and pupils' targets are too general to be supportive of individual pupils' learning. As a result, pupils' understanding of what they need to do next to improve is weak.
17. Pupils with special educational needs are supported well in lessons. Teachers have a good understanding of pupils' needs and make effective use of teaching assistants to provide pupils with the support they need to learn well.
18. Inspection evidence supports parents' positive views about teaching. Pupils are expected to work hard and teachers are committed and they too work hard. However, the inspection team also agree with the view of some parents, who expressed the concern that some work in classes is at too low a level.

The curriculum

Overall the school provides a satisfactory curriculum. Very good enrichment activities support pupils' learning well. Accommodation and resources to support learning are good.

Main strengths and weaknesses

- Provision for children in the Foundation Stage is very good.
- Provision for pupils with special educational needs is good.
- The organisation and timetabling of the curriculum do not motivate pupils and few effective links are made between subjects.
- Opportunities for enrichment of the curriculum are very good through the effective use of visits and visitors and the broad range of extra-curricular activities.

Commentary

19. The curriculum provided meets all statutory requirements and the locally agreed syllabus for religious education is implemented satisfactorily. The school has successfully introduced a scheme to support pupils' personal, social and health development and this represents an improvement since the last inspection.
20. Good leadership and effective teamwork secures the very good Foundation Stage curriculum. Teachers and teaching assistants work well together to plan an exciting range of practical activities that motivate and interest children. The activities are well matched to children's learning needs because teachers take very good account of what they know children can do and need to learn next. As a result of this well organised approach to curriculum planning, children achieve well and develop an enthusiasm for learning.
21. Similarly good provision is made for pupils with special educational needs. Good leadership and management of this aspect of the school's work ensure that pupils' particular needs are identified early. Effective strategies, including the good support of teaching assistants, are put into place quickly and, as a result pupils make good progress towards the targets set for them and achieve well. The school's commitment to inclusion is reflected well in the integration of these pupils into all aspects of life at the school. The school has established good procedures to identify pupils who are particularly able. These pupils are provided with the opportunity to participate in additional enrichment activities such as the after school art and ICT clubs for the able and talented.
22. Although the school meets all statutory requirements, there are weaknesses in the organisation and timetabling of the curriculum in Years 1 to 6. Subject topics are not arranged sufficiently well to enable pupils to apply what they have learned in one subject to other contexts. Consequently, few effective links are made between subjects and valuable learning opportunities are missed. In addition, some lessons are too long and timetabling often results in pupils working in the same way or on similar subjects for lengthy periods of time. Pupils say they sometimes have difficulty maintaining their concentration or levels of interest. This was evident during the inspection as, for example, pupils in Years 1, 2 and 6 completed consecutive literacy-based lessons for an hour and a half. The result of this curriculum organisation and timetabling is that pupils do not learn or achieve as well as they should.
23. Visits, visitors and extra-curricular activities are used very well to enrich the curriculum. These include residential trips for Years 5 and 6. A wide variety of activities are offered by the school to meet pupils' varying interests and skills. Pupils are keen to take part and a large proportion of pupils attend at least one activity. Pupils regularly take part in sporting activities, including competitions with other schools. The involvement of professionals does much to add to pupils' experiences and promote good attitudes to sport. Pupils have the opportunity to expand their musical talent by learning to play instruments or singing in one of the school's two choirs. Pupils who take pleasure in reading enjoy the book club and those who need

support with homework are provided with the help they need during lunchtimes. Pupils say they appreciate being able to take part in additional activities because they are fun and they learn at the same time.

24. Accommodation and resources are good. Although space is at a premium, resources are organised and stored very efficiently and good quality displays value pupils' work to produce a stimulating learning environment for pupils. There is a good match of teachers and support staff to meet the needs of the curriculum.

Care, guidance and support

Arrangements to ensure pupils' care, welfare and health and safety are very good. The provision of support, advice and guidance based on the monitoring of pupils' academic and personal achievements is satisfactory. The involvement of pupils in the work of the school is good.

Main strengths and weaknesses

- The caring ethos of the school is underpinned by a range of very effective policies and procedures.
- Pupils feel safe and secure. They have very good and trusting relationships with adults in the school.
- Pupils are encouraged to develop their own targets for personal development.
- Targets related to pupils' progress are not specific enough.

Commentary

25. Since the last inspection the school has significantly improved the quality and range of procedures, which underpin the very good quality of care provided to pupils. A large number of staff are trained in First Aid and child protection procedures are clearly understood by staff. Governors regularly review issues related to the premises and commission an annual review of the site. Appropriate risk assessments are undertaken for external visits. The school provides a safe and secure environment that supports pupils' learning very well.
26. Relationships throughout the school are strong and pupils are very confident that there are adults within the school to whom they can turn if they have concerns. Teaching assistants are very well deployed and provide many pupils with valuable support in lessons. Pupils with special educational needs often achieve well as a result of the positive support they receive from teaching assistants. They develop confidence in their own abilities but are not involved in the review of their progress towards their targets. Pupils have good opportunities to involve themselves in the work of the school. Their views are gathered through, for example, the school council and questionnaires. Important improvements such as the Playtime Pals have been secured as a result of the school responding positively to pupils' ideas.
27. Induction arrangements for children in the Foundation Stage and pupils new to the school are good and consequently they settle quickly and happily into school. Pupils are encouraged to consider what they need to do to develop personally. They set targets for themselves and work hard to achieve them. Targets are set for individual pupils in English and mathematics. However, they are not specific enough for pupils to understand what they have to do to improve, nor are they clear about when they have achieved them. For example, one pupil was very clear that his target was 'to improve my handwriting'. However, apart from practice he did not know the precise improvements that were required.

Partnership with parents, other schools and the community

The school's links with parents are very good. Links with the community are good and links with other schools and colleges are very good.

Main strengths and weaknesses

- Very good links with parents contribute successfully to pupils' learning.
- The school is very good at listening to parents, seeking their views and acting on their concerns.
- Parents are provided with very good information about the curriculum.
- Links with other schools and colleges are very effective in enhancing pupils' learning.

Commentary

28. Parents have very positive views of the school and they make a very good contribution to the work of the school. They are involved in the provision of extra-curricular activities and many help in school, for example, by running the school library and working in classrooms. The parent-teacher association is very active and events are well attended. Parents understand the clear homework policy and provide good support for their children at home. Each pupil has a home school link book or reading record, which allow parents to record comments and communicate regularly with teachers. These features represent good improvement since the last inspection.
29. The school works very hard to listen to parents' views and makes changes when it is possible and appropriate to do so. For example, in response to the results of a parents' questionnaire the school has introduced an interim report on pupils' progress as parents wished to receive more information during the year about how well their children were learning.
30. A further improvement since the last inspection is the quality of information provided to parents about the curriculum. Parents receive information each term outlining what will be taught in each subject area. Parents are also invited to curriculum information evenings, on for example, the school's approach to teaching calculation. Information on school policies, procedures and the curriculum is also readily available both in the school entrance and on the school website. Parents of pupils with special educational needs are kept well informed of the progress their children are making at school and are supported in finding strategies to help them at home.
31. The school has very effective links with a wide range of schools and colleges. The school hosts an annual athletics afternoon for local schools and regularly shares its sports facilities by hosting football in the community courses. The school works in partnership with the Westlands Bi-Lateral School for ICT, Plymouth University, local professional football club staff and specialist teachers from a local secondary school. The contribution made by these partnerships to the learning opportunities provided for pupils is very good.
32. Annual reports to parents give good information about what pupils can do and the levels they are working at, but the targets for improvement are often very broad and do not give a clear indication of what pupils need to do to move to the next level.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The leadership of the headteacher is very good. Governance of the school is good. Other key staff provide satisfactory leadership overall and the school is well managed.

Main strengths and weaknesses

- The headteacher has a clear vision and high expectations for the future of the school.
- Governors are very committed, supportive and well informed.
- Subject leaders do not use assessment information to best advantage in order to raise standards.
- The school has effective systems for monitoring and reviewing its performance.
- The school's finances and administration are managed very well.

Commentary

33. The headteacher is dedicated to ensuring the highest possible standards and achievement. She has communicated her vision clearly to all staff and parents and secured a real sense of purpose for the future improvement of the school. She has ensured that the staffing difficulties in Years 1 and 2 have been overcome and has put in place additional support for pupils needing help with reading in Years 1 to 6. The reorganisation of the leadership and management structure of the school has ensured that staff involvement as leaders and managers has increased. Their roles and responsibilities have been clearly defined and they are now fully involved in the school improvement planning process. This is an improvement since the previous inspection. Other improvements include the establishment of planning teams, systems for monitoring the school's work including the collection and interpretation of data, pupil management strategies, the quality of teaching and the provision made for pupils with special educational needs. Some of these improvements have been secured in the last year and have not yet had time to impact positively on pupils' achievement. All issues from the previous inspection have been addressed and the school accommodation has been improved. As a result of the headteacher's very effective leadership, the school is in a good position to improve further.
34. Other staff provide satisfactory leadership overall. Subject leaders are knowledgeable and have provided their colleagues with good support that has improved teachers' knowledge and skills. The deputy headteacher has ensured that teachers have recently been given access to well organised and presented assessment information. However, the use made of assessment data to identify how to raise standards, particularly in the planning of lessons that meet the needs of pupils of different ability, is in the early stages of development and has not yet impacted on pupils' achievement and standards. There are inconsistencies between subjects in the extent and quality of the monitoring of teaching, planning and pupils' work. Good leadership and management of the Foundation Stage ensures that assessment information is used well and an exciting curriculum has been developed that meets the learning needs of all children, who achieve well as a result. Similarly good leadership and management of the provision made for pupils with special educational needs ensure these pupils also achieve well.
35. Governor involvement in all aspects of the school's work has improved since the last inspection. They are increasingly involved in monitoring the effectiveness of the school. Governors ensure the school complies with statutory requirements. The headteacher ensures governors are well informed, so enabling them to have a good understanding of the strengths and weaknesses of the school. The governing body is well led and well organised. All governors are linked to curriculum subjects and visit the school regularly to observe lessons. They give generously of their time. Good use is made of governors' expertise, for example in maintaining and making improvements to the buildings and ensuring appropriate consideration is given to best value principles in all aspects of the school's work. They make good use of financial resources by linking spending to educational priorities. Inspection evidence supports parents' views that the school is well led and managed overall.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	890,718	Balance from previous year	16,892
Total expenditure	872,227	Balance carried forward to the next	18,491
Expenditure per pupil	2,289		

36. Management of the school is good overall. The school's finances are very well managed and the day-to-day running of the school is smooth and very efficient. Effective administrative systems leave teachers free to teach. There is a strong commitment towards inclusion throughout the school. The school's capacity for self-evaluation is good. However, too little use is currently being made of the monitoring information and data available to raise pupils' achievement overall and standards in Year 2 in particular.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Good improvement has been secured in the Foundation Stage since the last inspection. Teachers and support staff work very closely together to ensure children's learning in the Nursery is built on successfully in the Reception classes. All adults have a very good understanding of the Foundation Stage curriculum and planning is of a consistently very good quality. Activities are firmly based on the very good use of assessment information. Classrooms and the outdoor area are organised imaginatively to support children's learning in all six areas of learning. Very good links are made between areas of learning and the emphasis on practical activities ensures children learn very well. The consequence of this very good teaching is that despite standards on entry being lower than at the time of the last inspection children's achievement is good overall. Leadership and management of the Foundation Stage are good. Productive relationships with parents ensure children settle quickly into school and this contributes well to their learning. Children with special educational needs receive the support they need to enable them to be fully involved in all activities and they achieve as well as other children.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Adults are very good role models and manage children very well.
- Relationships are very good.
- Children's personal and social skills develop very well because they receive very good support from adults as they work and play together.

Commentary

37. Children start school with skills that are below those normally found in this area. Very good teaching ensures children learn very well and develop the skills they need to play well together. The planning of an extensive variety of play activities provides children with the opportunities they need to learn how to interact constructively together. Adults involve themselves in children's play and model high standards of socially acceptable behaviour. They value and respect children's efforts with the consequence that relationships are very positive and children are keen to learn. Daily routines and high expectations of all adults ensure that children quickly understand what is expected of them. Adults deal firmly but sensitively with children whose behaviour falls below that expected and use praise effectively to reinforce good behaviour. Consequently, children's behaviour is very good overall and they quickly learn to share, take turns and play co-operatively. Children become increasingly independent and able to organise their own time. They work together for extended periods of time without adult support. The very good provision means that children achieve well and most reach the expected goals in this area by the end of their Reception Year.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Assessment information is used very well to plan challenging activities that take children's learning forwards.
- Children's speaking and listening, and writing skills develop very well.

- Teachers succeed in providing activities that capture children’s imagination and result in very good learning.

Commentary

38. Most children start school with standards that are below those normally found. All children achieve very well in relation to their individual starting points. Although by the end of their Reception Year most children do not reach all the expected goals in this area a significant minority do, particularly in speaking and listening and writing. Assessment information is used very well to plan a very good range of activities that clearly focus on what children need to learn next and this secures very good learning. Activities successfully motivate and challenge children of different abilities to learn. Adults pursue opportunities to engage children in conversation and to model writing and consequently children develop an enthusiasm for writing. They make shopping lists in the Nursery in “The Three Bears’ House” and write notes on their experiments in “The Space Laboratory” in Reception. Children become confident communicators who are keen to discuss their work and give reasons for their actions. Structured schemes are used effectively in Reception to build on what children have learned in the nursery about letters and the sounds they make and children have many opportunities to practise their skills in their play. For example, children in reception go fishing in the water tray for balls with letters written on them and make simple words from the letters they catch. The range of teaching methods used succeeds in capturing children’s imagination and challenges them to improve their skills with the result that they learn very well. Reading is promoted well. Children enjoy listening to stories and develop positive attitudes to books. In Reception they begin to understand how stories are structured as they make up stories using props based on a theme.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- Teachers plan activities that children find fun and are very well matched to children’s abilities.
- There is a very good emphasis on practical activities and resources are used very effectively.
- Adults use questioning effectively to extend children’s learning.

Commentary

39. Children start school with standards that are below those normally found, overall, and a significant number start with standards that are well below. Children achieve very well from their individual starting points because teachers make very good use of assessment information to plan exciting activities that challenge children but take full account of what they already know. Consequently, children build successfully on their previous learning whilst having fun. For example, in Reception, solid shapes wrapped as presents successfully engaged all children as they learned about the properties of cubes and cylinders. Likewise in the Nursery, in the “The Three Bears’ House” children explored and talked about the relative sizes of beds, bears and boxes of porridge. Adults are skilled at asking questions that challenge children to use mathematical language and think carefully when solving problems. Children in the Nursery are helped to count accurately and recognise numbers. By the time they are in Reception a significant number of children have a good understanding of the value of numbers and can order numbers to ten. Despite the very good progress they make, most children do not reach the goals expected in all aspects of this area of learning. However, they are secure in their use of mathematical vocabulary and their knowledge and understanding of shape.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children achieve well because they are provided with very good opportunities to explore and investigate.
- The links made to other areas of learning support children's knowledge and understanding very well.
- Resources, visits and visitors are used very effectively.

Commentary

40. The majority of children start in the Nursery with limited knowledge of the world about them and standards are below those normally found. Teachers use what they know about children to plan activities that encourage children to explore the world around them. The consequence of this practical, well-targeted approach is that children achieve well and most reach the expected goals by the end of Reception. Very effective links are made to other areas of learning such as communication, language and literacy and mathematics. For example, when making a spaceship for a soft toy, children discussed the size, shape and properties of the materials they were using. Children make sensible choices about how to join materials based on their previous learning. In all activities adults use questioning and encouragement to help children develop the confidence to use all their senses and experiment with ideas. Good resources and the use of visits and visitors are used imaginatively to stimulate children's interest and give them hands-on opportunities. For example, they learn about the natural world by visiting "The Living Coast". Children begin to appreciate the similarities and differences between cultures through visits to the church and from an Indian member of staff. Children use computers to support their learning, for example when creating "Space" pictures. Activities provide children with good underpinning knowledge for subjects such as science and design and technology that they will encounter in Year 1.

PHYSICAL DEVELOPMENT

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

Main strengths and weaknesses

- Good resources are used very well.
- Activities ensure children gain good control over their bodies.
- Very good links are made to other areas of learning.

Commentary

41. When they start in the Nursery standards are below those normally found for the majority of children. Teaching is very good and activities are securely based on a clear knowledge of what children can already do, and the type of activities they find stimulating. As a result, children achieve well and most reach the expected goals by the end of Reception. Children develop an awareness of space and each other that is appropriate for their age. Very effective use is made of good resources to provide children with many opportunities to develop good control over their bodies. For example, they steer trikes accurately around a course in the outdoor area and handle scissors and pencils with increasing skill. Very good links to other areas of learning enable children to develop their physical skills through play. For example, they become increasingly skilled at using pencils while writing in the role-play areas. Children concentrate well and work co-operatively when involved in physical activity.

CREATIVE DEVELOPMENT

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

Main strengths and weaknesses

- Practical activities that are very well matched to children's interests ensure that they achieve very well.
- Children are encouraged to use their imagination and make connections to other areas of learning.
- Classroom displays and good resources provide children with the opportunity to use a wide range of materials.

Commentary

42. Children start in the Nursery with standards that are well below those normally found. Very good teaching ensures they achieve very well and most reach the goals expected by the end of Reception. Stimulating practical activities encourage children to use their imagination and this leads to very good learning. For example, when involved in role-play children in the Nursery and Reception become increasingly confident communicators, and they learn about shapes when making space pictures. They use their senses to explore texture when, for example, they work with malleable materials. Adult involvement in activities makes a very valuable contribution to children's learning as they help them to use their imagination and communicate their ideas and feelings. Good resources and stimulating displays that encourage children to interact with them ensure children become confident in the use of a wide range of materials. Further very good learning is secured through the regular opportunities provided for children to sing a variety of songs and experiment with instruments.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Standards in Year 6 are well above average.
- Standards in reading at the end of Year 2 are below average.
- Pupils' attitudes towards the subject are good and the presentation of their written work is good.
- Assessment information is not used effectively to guide planning and provide pupils with information about their learning.

Commentary

43. Pupils enter Year 1 with just below average levels of attainment. Pupils' achievement is satisfactory across the school. Standards vary between year groups and reflect the overall fall in attainment on entry in recent years. Inspection evidence shows standards in speaking and listening and in writing are average in Year 2, but they are below average in reading. Standards in Year 6 are well above average. The achievement and progress made by these pupils has been satisfactory as their attainment as Year 2 pupils was also well above average. Pupils with special educational needs achieve well owing to the good support provided for them.
44. Teachers effectively extend pupils' vocabularies in lessons and this supports the development of pupils' speaking skills. Pupils' good attitudes ensure that they listen well to teachers and to each other. Year 6 pupils are articulate, informed and confident. Year 5 and 6 pupils make good use of dictionaries and thesauruses and show a good awareness of synonyms. They

are able to use words such as *malicious*, *malevolent*, and *barbaric*. Year 3 and 4 pupils show similar confidence in the selection of a varied vocabulary as they describe how the character in a story might be feeling. Pupils are given opportunities to express themselves in assemblies and during the school and food council meetings, as well as when reporting on their independent work at the end of lessons.

45. Standards in reading at the end of Year 2 are below average. Time is not being used effectively to raise standards in guided reading sessions. Whilst pupils working with adults achieve well, the majority working on their own are often engaged in activities not related to reading. Consequently their achievement in relation to reading when working independently is not as good as it could be. Appropriate reading records and diaries are kept and pupils have some awareness of their progress through the carefully colour-coded labelling system for books. However, they have limited knowledge of their progress in terms of their skills in reading. Parents provide valuable support by hearing pupils read and by running the school library. Year 2 pupils use their phonic knowledge to work out unknown words but lack fluency and comprehension skills. The school has recognised the need to target deduction and inference skills across all year groups. Additional support for pupils in Years 1 to 6 has recently been provided but has not yet had sufficient time to impact on pupils' achievement and standards.
46. Pupils write for a variety of purposes and the presentation of their written work is good. Increasingly pupils use ICT to present their work in different ways. Pupils write imaginatively and select words that are appropriate for different tasks. For example, in Year 1 they write descriptively and with feeling about Red Riding Hood and the wolf, and in Year 6 they write newspaper headlines and articles on the murder of Duncan in their study of Macbeth. In Year 3 and 4 effective links are made to history as pupils write dialogue between Guy Fawkes and Robert Catesby. However, this good practice to support learning in writing is not consistently employed across the school. Provision for the learning of spelling is good and is supported through homework.
47. Teaching and learning are good overall, with much of the best teaching occurring in Years 3 to 6. This is an improvement since the previous inspection. Teachers have good subject knowledge and manage their classes well, but they do not always consider sufficiently the needs of pupils of differing levels of attainment. Expectations are sometimes too low and pupils are often insufficiently challenged because teachers too often plan for, and teach to, the middle of the ability range. Consequently, too few pupils attain the higher levels in Years 1 and 2. Good use is made of the new interactive whiteboards in lessons to stimulate pupils' enthusiasm and support their learning. Assessment procedures are firmly established, but the information gathered is not used effectively to plan activities that take account of pupils' varying learning needs. Pupils apply themselves well in lessons and are able to work independently, in pairs, and small groups. Pupils have little awareness of their own learning as their targets are not specifically focused on what they need to do next to improve. Teaching assistants work well with teachers to provide pupils with special educational needs, and some lower-attaining pupils, with the support they need to achieve well in lessons.
48. The subject leader has worked hard to improve teachers' knowledge and teaching skills. Lessons, planning, assessment data and pupils' work are monitored and evaluated and this information informs the annual English action plan. Although test results are analysed and pupils' work is regularly assessed, there has been insufficient focus on using this information to guide planning and teaching or to make pupils aware of how they can improve. The subject is enriched very well through, for example, the Book Club, visits from authors, and participation in Library Book Express, as well as visits to the theatre. Resources are good, and include two well-stocked and run libraries. Improvement since the previous inspection is satisfactory.

Language and literacy across the curriculum

49. The use of language and literacy across the curriculum is satisfactory. Pupils discuss their work in most lessons and opportunities to develop writing skills are pursued in some subjects. However, this is not consistent between subjects or throughout the school.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Teachers have good skills in managing and organising pupils' learning.
- Standards are too low in Year 2.
- Above average pupils in Years 5 and 6 achieve very well.
- The use of assessment information to support planning and provide pupils with knowledge of their own learning is unsatisfactory.
- Opportunities to develop skills across the curriculum are being missed.

Commentary

50. Standards are below average in Year 2. Pupils enter Year 1 with standards which are slightly below those expected and make satisfactory progress overall. Although pupils' achievement is satisfactory overall, there are too few pupils reaching the higher levels in the aspects of data handling and understanding of shape. The underachievement of some higher-attaining pupils is due to planning of lessons that is too often pitched at the average pupil.
51. Standards in Year 6 are above average. As the current Year 6 had above average standards in Year 2 their progress has been satisfactory overall. Pupils' work shows strengths in the development of problem solving approaches and calculation. The achievement of Year 6 pupils is good in lessons where they are challenged to apply their knowledge of mental mathematics in calculations. The achievement of pupils in Years 3 to 5 is satisfactory overall. This is because, although pupils' skills are good, teaching does not always provide sufficient challenge and pupils do not have the opportunity to use what they know in practice. Teaching assistants make a valuable contribution to supporting pupils' learning and when they work with pupils with special educational needs the achievement of these pupils is good.
52. Overall, the quality of teaching and learning is satisfactory. Teachers across the school have good management skills and, as a result, pupils behave well and show good attitudes. Pupils in Years 5 and 6 are organised into ability sets for mathematics. Above average Year 5 and 6 pupils experience lessons that are challenging and fun. Planning is detailed and there is a good link between the lesson learning objectives and activities and, as a result, they learn and achieve very well. In Years 1 and 2 the challenge in lessons does not always meet the needs of all pupils, particularly, but not exclusively, the higher-attaining pupils. The work set for pupils in Years 3 and 4 and average or below average pupils in Year 5 is sometimes either too easy or too difficult in parts of lessons. This is because assessment information is not being used effectively to plan lessons. Consequently, pupils are not building consistently on what they already know and, as a result, their learning and achievement in lessons is rarely better than satisfactory.
53. The use of the subject leader to demonstrate teaching across the school has contributed well to the development of teaching mental mathematics skills. There is a large amount of assessment data available in the school and this is used to identify those pupils who are doing particularly well or underperforming. However, pupils' understanding of what they need to do to improve is weak because targets and next steps in learning have not been made

sufficiently clear to them. Monitoring of the subject has not been sufficiently focused to pick up weaknesses in the use of assessment to guide lesson planning. The school has made satisfactory progress since the previous inspection.

Mathematics across the curriculum

54. The use of mathematics across the curriculum is satisfactory. Some measuring and recording of results in tables occurs in science and ICT, and is used to present information in graphs. However, opportunities to use and apply mathematics have not been formally identified and integrated into the planning of other subjects. Consequently, opportunities for pupils to develop their mathematics skills in different contexts are being missed.

SCIENCE

Provision in science is **satisfactory** overall.

Main strengths and weaknesses

- Pupils are enthusiastic and have good attitudes towards their work.
- Teachers do not make effective use of assessment information to plan work that challenges pupils to achieve higher than average levels.
- Pupils with special educational needs achieve well.
- Teachers make effective use of questioning to help pupils gain knowledge and understanding.

Commentary

55. Pupils' achievement in science is satisfactory. Lesson observations and an analysis of work undertaken during the current school year indicate that standards in science are average overall at the end of Year 2 and Year 6. This indicates a fall in standards since the last inspection. The written work inspected goes some way to explaining the downturn in standards. It is often copied text, which does not demonstrate pupils' individual understanding or the gains they have made in science knowledge and skills. Too little planning provides appropriate challenge for pupils of different abilities as the lowest and highest ability pupils commonly cover the same work in the same way. As a result, not all pupils make progress in line with their ability and, overall, this limits the numbers of pupils achieving higher standards.
56. Although teachers have good subject knowledge and use a good range of teaching skills the quality of teaching is satisfactory overall. This is because unsatisfactory use is made of assessment information to guide the planning of activities to meet the needs of pupils of different abilities. In all lessons, teachers use questions well and provide opportunities for discussion that help pupils secure their scientific understanding. Teachers and teaching assistants insist on pupils using the correct scientific vocabulary when explaining what they are doing and when responding to questions. Consequently, pupils become confident in using scientific terminology and explain things clearly. These discussions provide valuable opportunities for pupils to develop their speaking and listening skills. Opportunities for pupils to use their writing skills are less evident, partly because their written work is too teacher-directed. Pupils are given little indication as to how well they are learning, or what they need to work on next to improve. They behave well in lessons, are enthused by the practical nature of the activities and demonstrate good attitudes to learning.
57. In the very good lesson seen in Year 1, the teacher was very knowledgeable about the concepts being taught and made very good use of the teaching assistant to manage pupils grouped by ability. Support was particularly good for pupils with special educational needs. Planning clearly focused on what pupils were expected to learn and resources were very well prepared. Questions were asked to probe pupils' understanding of how the force with which a wheeled vehicle was pushed down a ramp would affect the distance travelled. The expectation of what pupils would learn depending on their ability was effectively planned for

and these expectations were shared with pupils at the beginning of the lesson. Meaningful activities were carried out to challenge some pupils to investigate whether the angle of a ramp changed the distance a car would travel and how the direction of a moving vehicle could be altered. Some pupils used their mathematics skills to measure distances travelled by the cars. At the end of the lesson, all pupils were encouraged to assess their own progress and to share what they had learned.

58. The subject leader is relatively new to the post and has made a good start in gathering information about the subject in the school. She has identified the need to provide training for teachers and improve monitoring of the subject through observing teaching and evaluating pupils' work to ensure that they all make good progress. She has a good understanding of different learning styles and understands how teaching methods could be varied to enable all pupils to attain higher levels.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **satisfactory**.

Main strengths and weaknesses

- Pupils are confident and are developing good attitudes towards the use of ICT.
- The ICT co-ordinator and network manager work effectively as a team.
- Teachers do not consistently plan to meet the needs of pupils of all abilities.
- Resources are good.

Commentary

59. Resources for ICT have improved since the last inspection and are now good. The employment of an able network manager is having a positive effect on pupils' attitudes and teachers' expertise. Standards of work meet expectations at the end of Years 2 and 6. Overall, pupils' achievement is satisfactory throughout the school, although there is every indication that it is rising as pupils have improved opportunities for learning and their confidence improves.
60. Pupils enjoy ICT work and are very proud of their work. They persevere with tasks and tackle new activities enthusiastically. They have very good attitudes towards learning and behave sensibly in lessons. They share tasks fairly and are able to support each other when difficulties are encountered. Pupils are able to explain in detail the work that they have completed.
61. By the end of Year 6 pupils are confident in accessing, saving and retrieving information. Their keyboard and word-processing skills are well developed and they are able to modify text for a range of purposes and audiences. Pupils are able to use ICT to support their learning and as a tool to solve problems. For example, Year 5 pupils used remote sensing equipment to monitor sound levels in shared areas of the school in order to find a quiet area for a group to work in with an adult.
62. Teaching is satisfactory overall. Teachers ask questions that encourage pupils to think carefully about the content of their work. In the most effective lessons, teachers set learning objectives that are evaluated at the end of lessons to gauge the progress pupils have made. In these lessons pupils achieve well. Teaching assistants and the network manager make valuable contributions to teaching and learning through the support they provide for pupils. Teachers' planning does not always take sufficient account of the abilities of all groups within the class. As a result, some activities lack challenge and this results in satisfactory learning overall and lower levels of achievement and attainment than would be expected from pupils of higher ability.

63. The subject leader and network manager have worked very closely to improve the school's resources and the subject knowledge and expertise of teachers. The school is in a good position to develop teaching and learning further through the improved use of assessment information.

Information and communication technology across the curriculum

64. Currently, satisfactory use is made of ICT in other subjects. However, the recent introduction of electronic whiteboards in all classrooms has had a good effect on the use of ICT throughout the school and staff and pupils show a very healthy appreciation of the potential of such to support learning.

HUMANITIES

65. Religious education was inspected individually and is reported on in full below. No lessons were observed in geography or history and no judgement can be made about provision in these subjects. However, school documents and displays were studied and discussions were held with subject leaders and pupils.
66. Pupils spoken to clearly enjoy **history** and have satisfactory recall of work covered. Year 2 pupils recount how they compared old and new toys and considered, for example, how plastic has replaced the use of wood. The visit from an elderly lady who demonstrated toys such as a china doll, used sixty years ago in her childhood, contributed to pupils' enjoyment of the topic and their understanding of how things change over time. Year 6 pupils showed satisfactory knowledge of their recent work on the Ancient Egyptians as they discussed hieroglyphics and mummification. They have a good awareness of chronology. Resources for the subject are good and well organised. Effective use is made of visits to places such as the Plymouth Dome and the Victorian "Bygones" museum to enrich pupils' experiences in the subject.
67. To support their **geography** work pupils in Years 5 and 6 benefit from an annual residential visit. For example, they have been to Dartmoor where they were able to study rivers and improve their map reading skills. Pupils make some use of ICT for research and to present their work. Pupils in Year 2 draw plans and maps of their route to school and identify the meaning of signs, when studying their immediate locality. Significant differences were evident in the quantity and quality of work covered in the Year 2 classes, suggesting inconsistencies in planning and teaching that have not been addressed through monitoring. The very recently appointed subject leader is inexperienced but very keen to develop the subject.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- The subject leader is knowledgeable and provides good support for teachers.
- The subject makes a good contribution to pupils' spiritual and moral development.
- Pupils lose interest and their learning slows when lessons are overlong.
- Assessment information is not used effectively to plan lessons or to help pupils develop an understanding of their own learning.

Commentary

68. Pupils' achievement and progress is satisfactory and they attain the expected standards of the locally agreed syllabus. Pupils with special educational needs achieve as well as other pupils because they receive good support from teachers and support staff.

69. Teaching and learning are satisfactory overall, with some good features. Teachers have good subject knowledge and make effective use of good resources to stimulate pupils' interest. Lessons are well structured; however, when they go on for too long pupils begin to lose interest and their learning slows. Effective use is made of religious education topics to support pupils' spiritual and moral development. For example, during their study of Advent pupils consider the idea of putting their trust in another person. Teachers plan carefully to ensure the requirements of the agreed syllabus are met. However, although pupils' work is assessed, the information gathered is not used to plan work that accurately meets the needs of pupils of differing abilities, or to provide pupils with knowledge of their own learning.
70. Leadership and management of religious education are satisfactory. The subject leader is knowledgeable and provides good support for teachers although she has not directly observed teachers in lessons. She has ensured that resources to support pupils' learning have improved and are now good. She monitors pupils' work and teachers' planning and has provided training for teachers that has improved their understanding of the expectations of the syllabus.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

71. No lessons were observed in **design and technology** during the inspection and there was insufficient evidence to form judgements on any aspect of the subject.
72. No **art and design** lessons were seen during the inspection so no judgement can be made about the quality of provision overall. The judgements made are based on pupils' work, including display, and discussions with staff. Standards have been maintained since the last inspection and are above average. The subject leader has developed a scheme that has a strong focus on skills development. The effectiveness of this well-structured approach is clearly evident in the good quality of pupils' work on display around the school. For example, Year 2 art displays show the good use of 'pointillism' to create different effects and the still life paintings in Year 6 show some exceptional use of tone and colour. After school clubs contribute well to pupils' learning and have resulted in colourful murals being produced around the outside of the school.
73. Too little teaching was seen in **music** to support firm judgements on provision overall. Two lessons were observed but these were both in Key Stage 2. Standards in singing are well above those expected nationally and this represents a good improvement since the last inspection. In the lessons seen, teachers were enthusiastic and motivated pupils very well. Teaching assistants provided very effective support for pupils with special educational needs and, as a result, they achieved as well as other pupils. All pupils willingly took part in the lessons and clearly enjoyed making music. The subject leader has a clear understanding of teachers' strengths, and uses her expertise to support staff that lack confidence. She manages the subject well and ensures that all pupils experience a wide variety of musical activities. The music scheme is used effectively throughout the school to support pupils' progressive learning of knowledge and skills. The headteacher and nursery nurse provide valuable additional support with extra-curricular activities. Pupils have the opportunity to learn to play a variety of musical instruments and belong to one of the two school choirs. Resources for music are very good and include a dedicated music room. These facilities have a positive impact on the quality of experiences available for pupils in music. Pupils' performing skills are developed well through the many opportunities they have to perform for a variety of audiences in the community.

Physical education

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

Main strengths and weaknesses

- Teaching is very good.
- Leadership and management of the subject are good.
- Pupils are enthusiastic and enjoy their work in all aspects of the subject.
- The school provides a wide range of extra-curricular opportunities, including an extremely successful programme of residential visits for older pupils.
- Good links are made with the community through sport.

Commentary

74. Standards in physical education are good. Pupils, including those with special educational needs, achieve very well. This is as a result of very good teaching, effective leadership and management of the subject and the very positive attitudes of pupils.
75. Teachers are knowledgeable and very enthusiastic in their teaching. Resources are used well and time is given for practice, with teachers giving both helpful advice and encouragement. As a result, pupils' self-esteem is raised, they work co-operatively and behave and achieve very well. An appropriate emphasis is placed on safety requirements.
76. The subject leader works hard to promote the subject in the school and the community at large. He is supported well by other members of staff, especially in the provision of after school and enrichment activities. The school has strong sporting links with local primary and secondary schools. A Local Area Sports Day is organised each summer when other primary schools are invited to bring along boys and girls from Years 3 to 6 to compete against each other in a variety of athletic events. Pupils speak enthusiastically about participating in these events and take pride in the achievements of their school. Teachers from the local secondary school and players from local professional football clubs provide their expertise through teaching specific lessons, or after school clubs during the year. This not only provides pupils with the benefit of learning from specialists but also provides valuable professional development for school staff.
77. Teachers and support staff give freely of their time to organise and participate in the very popular residential visit programmes for pupils in Years 5 and 6. During the shorter Year 5 visit, pupils have the opportunity to participate in a range of physical and geographical activities. In Year 6 pupils take part in a wide range of outdoor and adventurous activities. Participation in these visits successfully develops pupils' teambuilding skills, their independence and self-esteem.
78. A large proportion of pupils take part in the wide range of after school sports activities that are provided. There are good opportunities for pupils to improve their social skills when playing in competitive fixtures against other local schools. The school has been extremely successful in competitive sports against other schools in both netball and football. This success provides evidence of the high profile given to sport in school and the good standards attained.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

79. Insufficient evidence was gathered from across the school to report on this area. However, one lesson in Year 1 and one lesson in Year 2 were sampled, pupils' work was scrutinised and a discussion was held with the subject leader.
80. Good improvement has been made since the last inspection by the introduction of a whole-school scheme of work. The enthusiastic and knowledgeable subject leader has a clear vision for the future development of the subject and provides good support for teachers. Special projects such as Health Week provide pupils with effective enrichment activities that help develop their understanding of how regular exercise and a healthy diet can lead to a healthier lifestyle. During this week they are also able to try out a range of sporting activities that they

might not have previously experienced. Assessment procedures are in the very early stages of development. Pupils' attitudes to the subject are reflected in the very productive relationships and positive ethos found throughout the school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	3
How well pupils learn	3
The quality of assessment	5
How well the curriculum meets pupils needs	4
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	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	4
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).