

INSPECTION REPORT

EGGBUCKLAND VALE PRIMARY SCHOOL

Plymouth

LEA area: Plymouth

Unique reference number: 113324

Headteacher: Mr C James

Lead inspector: David Westall

Dates of inspection: 8th – 10th November 2004

Inspection number: 266785

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Community
Age range of pupils: 3 – 11
Gender of pupils: Mixed
Number on roll: 404

School address: Charfield Drive
Eggbuckland
Plymouth
Postcode: PL6 5PS

Telephone number: (01752) 703 656
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Appropriate authority: The governing body
Name of chair of governors: Mr J Lancaster

Date of previous inspection: February 1999

CHARACTERISTICS OF THE SCHOOL

The school is bigger than most primary schools, with 404 pupils on roll aged between three and 11 years. The percentage of pupils known to be eligible for free school meals is below the national average, while the percentage identified as having special educational needs is broadly average. However, the percentage of pupils with statements of special educational need is above average. The school includes a Hearing Support Centre for pupils with significant, and often profound, hearing loss – and all of the 14 pupils attending the centre have statements of special educational need. In addition, there are three children with hearing impairment in the Nursery class. Many of these pupils also experience language, learning and physical difficulties. There are a further 11 pupils with statements of special educational need in mainstream classes, with difficulties that include autism and speech and communication.

There are relatively few pupils from ethnic minority backgrounds, and the five pupils who do speak English as an additional language are not at an early stage of English language acquisition. A significant proportion of pupils come from families where the father is in the armed services. Consequently, the amount of pupil movement, in and out of the school, is higher than in most schools. There is a wide variation in the socio-economic circumstances of families in the area but, overall, they are less advantaged than most and children's standards on entry to the Nursery and the Reception classes are mainly well below average.

The school was awarded The Inclusion Kitemark in 2004.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2414	David Westall	Lead inspector	Science Art and design Design and technology Physical education
1333	Elizabeth Forster	Lay inspector	
3856	Sandy Wellsted	Team inspector	English History Personal, social and health education (PSHE)
2420	Brian McCutcheon	Team inspector	Mathematics Information and communication technology (ICT) Geography
19302	Christine Perrett	Team inspector	Foundation Stage Religious education
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school. It benefits from effective leadership and management, and from an able, committed staff. The quality of teaching is good and pupils do well, as a result. The provision made for pupils with hearing impairment is a particularly impressive feature of the school's work. Pupils' personal as well as academic development is fostered strongly, and the school is a caring community where everyone matters. The school provides good value for money.

The school's main strengths and weaknesses are listed below:

- Pupils achieve well in Years 1 to 6, in the key subjects of English, mathematics and science and in history and religious education. In addition, pupils make good progress in information and communication technology (ICT) in Years 3 to 6, and in all areas of learning in the Nursery and Reception classes.
- The good quality teaching enables the pupils to make good progress in their learning.
- The leadership and management of the school are good.
- The provision made for pupils with hearing impairment is very good, and provision for other pupils with special educational needs is good.
- Good provision is made for pupils' personal development and this is reflected in their good attitudes, values and behaviour.
- Pupils underachieve in ICT in Years 1 and 2
- Pupils do not do as well as they should in art and design and design and technology in Years 3 to 6.
- Assessment procedures are not securely established in a range of subjects.
- The school is a caring community where pupils' welfare is a high priority.
- The accommodation for children in the Reception classes is unsatisfactory.
- A strong partnership is established with parents.

The school has made good progress, overall, since its last inspection in 1999. While one lesson in every ten demonstrated unsatisfactory teaching in 1999, no unsatisfactory lessons were seen during the current inspection. Provision for pupils' spiritual development has improved significantly, and the co-ordination of provision for pupils with special educational needs is no longer a weakness. Accommodation has been vastly improved for Year 5 and 6 pupils, as a result of new building. Assessment procedures have been improved in mathematics. The teachers are making better use of day-to-day assessments to inform their planning in most subjects, but more remains to be done to make assessment procedures sufficiently effective.

STANDARDS ACHIEVED

Pupils achieve well to reach overall standards which are broadly in line with national expectations in Year 6.

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004

English	B	B	D	D
mathematics	A	A	C	B
science	A	A	B	A

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

The table above shows that the results of the national tests in Year 6 in 2004 were lower than those reached in the previous two years. However, school records show that the Year 6 classes in 2004 included a particularly high percentage of pupils with special educational needs and the understandable fall in standards was predicted. The trend in the school's overall test results in Year 6 from 2000 to 2004 is above the national trend.

Current standards in Year 6 are in line with national expectations in English and are a little above national expectations in mathematics and science. These standards represent good achievement, given pupils' mainly very low starting points on entry to the Nursery and Reception classes. They reflect pupils' good progress throughout the school. Pupils achieve well in ICT in Years 3 to 6 and in history in Years 1 to 6, and demonstrate standards that match national expectations in these subjects in Year 6. They also do well in religious education, and meet the expectations of the locally agreed syllabus in Year 6. However, pupils underachieve in art and design and design and technology in Years 3 to 6, and their standards are below national expectations in Year 6. In addition, pupils in Years 1 and 2 underachieve in ICT because they have insufficient opportunities to develop their skills. Pupils of all ages with hearing impairment achieve very well and the achievement of other pupils with special educational needs is good, across the school.

Pupils' attitudes and behaviour are good and the school makes good provision for their spiritual, moral, social and cultural development. There are very good relationships between pupils and between adults and pupils. The attendance rate is in line with the national median.

QUALITY OF EDUCATION

The school provides a good quality of education for its pupils. The teaching is mainly good and pupils are making good overall progress in their learning, as a result. Provision is very good for pupils with hearing impairment and is good for other pupils with special educational needs. Assessment procedures are satisfactory in English, mathematics, science and ICT, but are not securely established in other subjects. Children in the Nursery and Reception classes benefit from a good range of learning opportunities. The curriculum is satisfactory in Years 1 to 6 but ICT is given insufficient emphasis in Years 1 and 2 and is not used enough by pupils to support their learning in other subjects in Years 1 to 6. A good range of extra-curricular activities enriches pupils' learning. The accommodation is satisfactory for most pupils but requires improvement for Reception children. The school cares for its pupils very well, and has established a strong partnership with parents.

LEADERSHIP AND MANAGEMENT

The leadership and management are good. The school is well led and managed by the headteacher who checks its performance carefully and provides a clear sense of direction. Teamwork is promoted strongly and staff have a shared commitment to the school's priorities and aims. The deputy headteacher fulfils her role well, and the leadership and management contribution made by other key staff is good. The school benefits from a

committed and effective governing body. The governors ensure that statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Pupils enjoy being at the school, and parents hold it in high regard.

IMPROVEMENTS NEEDED

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

- Improve pupils' achievement in ICT in Years 1 and 2 and in art and design and design and technology in Years 3 to 6.
- Ensure that pupils make increased use of ICT to support their work across the curriculum in Years 1 to 6.
- Ensure that assessment procedures are established in all subjects.
- Improve the accommodation for Reception children.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievement is good. From very low starting points on entry to the school, pupils make good progress to reach standards which are broadly in line with national expectations in Year 6.

MAIN STRENGTHS AND WEAKNESSES

- Children's achievement is good in the Nursery and in the Reception classes (The Foundation Stage).
- Pupils achieve well in Years 1 to 6 in the key subjects of English, mathematics and science, and in history and religious education.
- Achievement is also good in information and communication technology (ICT) in Years 3 to 6.
- The achievement of pupils with hearing impairment is very good, and the achievement of other pupils with special educational needs is good.
- Pupils underachieve in ICT in Years 1 and 2, and in art and design and design and technology in Years 3 to 6.

Commentary

Standards on entry to the school

1. On entry to the school, children's overall standards are well below average, and their language and communication skills are often particularly weak.

The school's results 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	16.3 (15.4)	15.8 (15.7)
writing	14.3 (14.4)	14.6 (14.6)
mathematics	17.2 (14.9)	16.2 (16.3)

There were 51 pupils in the year group. Figures in brackets are for the previous year.

2. The table above shows that the results of the national tests in Year 2 in 2004 were broadly in line with the national average in reading, below the national average in writing and above the national average in mathematics. When these results were compared with those from similar schools, they were average in reading, below average in writing and above average in mathematics. Overall, the 2004 results were notably higher than those reached in the previous three years in reading and mathematics. The headteacher attributes the improved results in 2004 to the higher than usual percentage of capable pupils in the Year 2 classes in the last academic year, and to the more focused support which was provided for individual pupils and small groups of pupils in these subjects. He believes that the results did not improve

in writing because there were five pupils with statements of special educational need in the classes, and their learning difficulties were particularly marked in writing. The trend in the school's overall test results in Year 2 from 2000 to 2004 has been above the national trend.

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

Standards in:	School results	National results
English	26.2 (27.7)	26.9 (26.8)
mathematics	27.5 (29.8)	27.0 (26.8)
science	30.0 (30.6)	28.6 (28.6)

There were 61 pupils in the year group. Figures in brackets are for the previous year.

- The table above shows that the results of the national tests in Year 6 in 2004 were below the national average in English, in line with the national average in mathematics and above the national average in science. When these results were compared with schools where pupils achieved similarly when in Year 2, they were below average in English, above average in mathematics and well above average in science. The results in 2004 were lower than those reached in 2003 in English and mathematics in the previous three years – when they were consistently above the national average in English and well above the national average in mathematics. The results fell by a smaller margin in science, where nine pupils were permitted to be given literacy support by adults in the tests in 2004. The school attributes the lower overall results in 2004 to the particularly high percentage of pupils with special educational needs in the Year 6 classes in the last academic year – and this is confirmed by school records. The trend in the school's overall test results in Year 6 from 2000 to 2004 has been above the national trend.

Standards at the time of the last inspection

- When the school was last inspected, in 1999, pupils' standards in Year 6 were in line with national expectations in English and mathematics and above national expectations in science. Standards in religious education met the expectations of the locally agreed syllabus. Standards in all other subjects were in line with national expectations in Year 6, except in music where they were below average.

Inspection findings

The Foundation Stage (The Nursery and the Reception classes)

- Children's achievement is good.** They make good progress in all of the required areas of learning as a result of teaching which is mostly good and is sometimes very good. However, their mainly very low starting points on entry to the school mean that most are not on course to meet the nationally expected standards at the end of the Reception year in communication, language and literacy, in their personal, social and emotional development, in their mathematical development and in their knowledge

and understanding of the world. Only in their physical and creative development are most children set to reach the expected goals.

Years 1 and 2

6. **Pupils' achievement is good** in these year groups, as a result of good teaching. While standards are below national expectations in Year 2 in reading, writing, mathematics and science, they nevertheless reflect pupils' good progress from their entry to Year 1. Current standards in Year 2 are lower than those shown in the national tests in 2004, particularly in reading and mathematics. However, this is understandable since the present Year 2 class has a smaller proportion of capable pupils than in the last academic year.
7. Pupils' standards in Year 2 are broadly in line with the locally agreed syllabus in religious education and match national expectations in history. In these subjects, pupils achieve well in relation to their starting points on entry to Year 1. In art and design and design and technology, standards in Year 2 are in line with national expectations and reflect satisfactory achievement. However, pupils underachieve in ICT because they have insufficient opportunities to develop and practise their skills. Consequently, standards in the subject are below national expectations in Year 2. Insufficient evidence was available to make secure judgements about standards in other subjects in Year 2.

Years 3 to 6

8. **Pupils' achievement is good** in these year groups and results from teaching which is mainly good but often very good. Pupils achieve well in English, mathematics and science, and their standards in Year 6 are in line with national expectations in English and a little above national expectations in mathematics and science. These standards reflect pupils' good progress in these subjects and represent good achievement. Standards in Year 6 are higher in English and mathematics than those reached in the national tests in 2004, and this is likely to stem from the smaller percentage of pupils with special educational needs in the Year 6 classes in the current educational year.
9. Pupils achieve well in religious education and their standards in Year 6 match the expectations of the locally agreed syllabus. Pupils' achievement is also good in ICT and history, and demonstrates standards that broadly match national expectations in Year 6. However, in art and design and design and technology, pupils underachieve and their standards are below national expectations in these subjects in Year 6. Insufficient evidence was available during the inspection to judge standards in other subjects.

The achievement of different groups

10. Pupils with hearing impairment make very good progress, and other pupils with special educational needs make good progress in relation to the targets in their individual education plans. The most capable pupils make good progress in the Foundation Stage, satisfactory progress in Years 1 and 2, and good progress in Years 3 to 6. Pupils from military families who move to the school part-way through their primary education settle in well and make good progress. Pupils from ethnic minority

backgrounds do as well as their peers, and there are no significant differences between the achievements of boys and girls.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, values and other personal qualities are **good**. They reflect the school's good provision for pupils' personal development, including for their spiritual, moral, social and cultural development.

Main strengths and weaknesses

- Pupils have positive attitudes and are keen to learn.
- Relationships are very positive and pupils' behaviour is good.
- Good provision is made for pupils' spiritual, moral, social and cultural development.
- All pupils with special needs are equally valued within classes and thrive as a result.
- Pupils have insufficient opportunities to use their initiative in lessons.

Commentary

Attitudes and behaviour

11. Pupils say they are happy at school. They find it a friendly place and say they like their teachers, who they describe as 'kind and helpful'. They apply themselves well in lessons, even when they find new skills difficult to master, and they always try hard to recall previous learning. Like their peers, pupils with special educational needs also approach each fresh challenge with positive attitudes and show perseverance.
12. The school sets high expectations for behaviour. Pupils understand the sensible rules that govern daily life, and, with rare exceptions, abide by them. In and around the school, well established routines are followed, and behaviour is calm and orderly. Pupils' good behaviour and willingness to learn mean that very little time is lost in lessons. Teachers are able to focus on the work they have planned and, when necessary, can help those pupils who need additional support without being interrupted. There have been no recent exclusions and there is no evidence of bullying, or of racial and other forms of harassment.
13. Pupils form very good relationships with their peers, with pupils from different year groups, and with all the adults who work with them. Lunchtime is a very sociable occasion when pupils clearly enjoy chatting with their friends. In lessons, pupils of all ages are accustomed to working with a partner or in a small group and they co-operate well, whether sharing resources or ideas. The relationships established between hearing-impaired and hearing children are very positive. Large numbers of hearing pupils learn to sign and take great pride in being able to communicate effectively with their hearing impaired friends in lessons and around the school.
14. Pupils enjoy taking responsibility for routine duties, as a 'special person' within their class or as democratically elected school councillors and house captains. They carry out their duties responsibly and take pride in doing jobs well. During lessons, almost all pupils can be trusted to work on set tasks independently of the teacher when necessary. However, they are seldom given opportunities to make decisions about

their own learning, to use their own initiative, or to follow independent lines of enquiry.

15. Pupils with special educational needs are full members of every class. Their contributions are valued and their progress is a matter of interest to all. As a result, they grow in confidence and self-esteem and enjoy classwork. Pupils with and without disabilities live and learn on a basis of total equality. The school's governing body feels strongly that the school is the richer for its pupils with special needs and the inspection team agrees.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.5	School data	0.2
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.

16. The attendance rate and the rate of unauthorised absence are both broadly in line with the national median. Pupils' absences are closely monitored and followed up. Punctuality is good and most sessions start promptly.

Spiritual, moral, social and cultural development

17. Good provision is made for pupils' spiritual, moral, social and cultural development. When the school was last inspected, provision was good for pupils' moral development, satisfactory for their social and cultural development and poor for pupils' spiritual development. The improvement in provision for their spiritual development is particularly marked.
18. The very good relationships that exist at all levels underpin provision for pupils' spiritual, moral and social development. Through assemblies, religious education lessons and through times set aside for discussions in personal, social and health education (PSHE), the school gives all pupils the chance to develop their own spiritual and moral values. By sharing their own responses to the beauty and the wonders of the natural world and by giving pupils insights into some of the most sensitive of human emotions, staff present powerful examples of the impact of spirituality on their own lives. The study of major world faiths and of the religious principles that guide the lives of followers of those faiths further serves to enhance pupils' spiritual development. Pupils' understanding of the differences between right and wrong is promoted strongly. When studying issues such as recycling, and when raising funds for various charities, pupils are made aware of the need to care for others, to protect the vulnerable, and to care for the environment.
19. Pupils are taught to respect themselves and to recognise their own achievements. At the same time, they are taught to respect and value others. The presence in the school of hearing-impaired children has highlighted the need for good communication. The school has responded magnificently by introducing signing clubs, and the

resulting lively interaction between hearing-impaired and hearing pupils testifies to the effectiveness of its provision for pupils' social development. In addition, school clubs, visits and visitors, team games and sports all provide meaningful occasions where pupils can mix socially with their peers, with pupils from different age-groups and with adults. Residential visits for pupils in Years 5 and 6 and a campfire sleepover at school for pupils in Year 4, develop pupils' understanding of the qualities needed for problem solving, teamwork and leadership.

20. Good provision is made for pupils' cultural development. In addition to a good variety of clubs and other cultural activities, pupils also visit museums and other places of interest linked to their studies. Pupils in Years 5 and 6 are introduced to foreign languages by studying French or Spanish for short periods each week, book fairs and poetry competitions are held annually, and a recent International Day successfully introduced pupils to aspects of life in other countries.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education for its pupils. The teaching is mainly good and pupils are making good overall progress in their learning, as a result. The curriculum is satisfactory, and a good range of extra-curricular activities enriches pupils' learning. The accommodation is satisfactory for most pupils but requires improvement for Reception children. The school cares for its pupils very well, and has established a strong partnership with parents.

Teaching and learning

Overall, the teaching is **good** and pupils make good progress in their learning.

Main strengths and weaknesses

- The teaching is good, overall, and enables pupils to make good progress in their learning.
- The teaching is very good in the Nursery, and is often very good for pupils in Years 5 and 6.
- Pupils with hearing impairment benefit from very good teaching, and other pupils with special educational needs are well taught.
- Teachers' expectations for pupils' potential achievement are too low in Years 3 to 6 in art and design and design and technology.
- Assessment procedures are not securely established in subjects other than English, mathematics, science and ICT.
- In Years 1 and 2, teachers are not ensuring that pupils have enough opportunities to learn and practise ICT skills.

Commentary

Summary of teaching observed during the inspection in 60 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	16 (27%)	31 (52%)	13 (22%)	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.

21. The table above shows that the teaching observed during the inspection was mainly good. Pupils in the Hearing Support Centre and children in the Nursery benefit from very good teaching, while all lessons seen in Years 5 and 6 were either good or better with nearly a half demonstrating very good teaching. In the Reception classes and in Years 1 to 4, the teaching is mainly good but very good teaching is very rare. The teaching was also judged to be good, overall, when the school was last inspected. However, no unsatisfactory lessons were observed in the current inspection, in contrast to the situation in 1999 when one in every ten lessons demonstrated unsatisfactory teaching. In addition, the amount of very good teaching has increased.
22. Across the school, the teaching is characterised by very good relationships between teachers and pupils. Pupils like and respect their teachers and it is obvious that these feelings are reciprocated. Teachers' planning is thorough and they know exactly what they expect pupils to learn. Overall, teachers' knowledge about the subjects they teach is good, and this is particularly evident in the core subjects of English, mathematics and science. However, some teachers require in-service training to increase their knowledge in art and design and in design and technology. The management of behaviour is good, resources are carefully prepared and teachers generally organise the lessons efficiently so that time is used well. Pupils respond well to the effective teaching. They demonstrate positive attitudes to learning by listening attentively to their teachers and working hard on the tasks which are set.
23. In the most effective lessons, very good use is made of questions to probe pupils' understanding and to challenge their thinking. In these lessons, teachers' high expectations and expertise mean that many pupils are making very good progress in their learning and are working at the edge of their current capabilities. In the minority of lessons where the teaching is satisfactory, rather than good, a common weakness is the pace of learning. This is allowed to slow in parts of these lessons, usually because teachers talk for too long and reduce pupils' active involvement in learning. Although the teaching generally motivates pupils well, across the school, it rarely provides them with opportunities to make decisions and to use their initiative in lessons in Years 1 to 6.
24. In the Nursery, the teacher is very knowledgeable about the needs of young children and ensures that they make a very good start at the school. In both the Nursery and the Reception classes, activities are well planned, and the staff know just when to intervene with well-judged questions or guidance and when to stand back to let children work things out for themselves.
25. In Years 1 to 6, the teaching is good, overall, in English, mathematics and science, and lessons are usually very well taught in English in Year 6 and in mathematics and science in Years 5 and 6. As a result, pupils make overall good progress in their learning in these subjects. However, teachers sometimes overlook errors in pupils'

writing, expect too little written work in Years 3 and 4, and do not always ensure that pupils use the correct vocabulary in science lessons.

26. In ICT, no lessons were seen in Years 1 and 2. However, an analysis of pupils' completed work shows that they make unsatisfactory progress in the subject because they have inadequate access to computers. In Years 3 to 6, the teaching is very good in ICT and helps pupils to make up for lost ground. However, teachers do not sufficiently promote pupils' use of ICT to support their work in other subjects, across Years 1 to 6. In religious education, teaching and learning are good in Years 1 to 6.
27. Insufficient evidence was collected during the inspection to make secure judgements about the quality of teaching in other subjects, although there are strong indications that it is very good in music. Evidence from pupils' completed work shows that the teaching is enabling pupils to make good progress in their learning in Years 1 to 6 in history and in their personal, social and health education (PSHE), and satisfactory progress in art and design and design and technology in Years 1 and 2. However, it also shows that the teaching is not enabling pupils to do as well as they should in Years 3 to 6 in art and design and design and technology. In these subjects, some teachers have low expectations of pupils' potential achievement and have inadequate knowledge.
28. The teaching of pupils in the Hearing Support Centre is very good. The teachers are very well informed about the needs of the pupils and work very effectively with teaching assistants to ensure that pupils with hearing impairment make very good progress in their learning. When pupils with hearing impairment work alongside their peers in mainstream classes, they are also supported very well. The teaching of other pupils with special educational needs is good. All teachers take due account of pupils' targets when they plan their lessons, and work is well matched to their needs and capabilities. Teaching assistants play an important part in ensuring that pupils with special educational needs are given the help they need to take part in all activities, including class discussions.

Assessing pupils' progress

29. There are good assessment procedures in the Nursery and the Reception classes. Children's progress is monitored closely by regular observations, and their next steps in learning are consequently well tailored to their needs. Assessment is particularly effective for pupils with special educational needs and ensures that these pupils are given exactly the right support and challenge. Formal procedures for revising and amending the statements of pupils with special educational needs are good. Since the last inspection, teachers have improved assessment procedures in mathematics and are making better use of day-to-day assessments to inform their planning in most subjects. As a result, tasks are generally well matched to pupils' needs. Assessment procedures are satisfactory, overall, in the core subjects of English, mathematics, science and ICT, although there is clear scope for improvement in science. In science, although teachers make broad assessments of the achievements of pupils at the end of units of work, these are not sufficiently related to National Curriculum criteria and make it difficult to track the progress of individual pupils as they move through the school. In all other subjects, assessment procedures are being introduced but are not

securely established. This reflects the situation when the school was last inspected and shows that insufficient progress has been made in assessment in these subjects.

The curriculum

The curriculum is **satisfactory** overall. Pupils' learning is enriched by a good range of additional activities. Staffing is good but the accommodation for the Reception children is unsatisfactory.

Main strengths and weaknesses

- The provision for pupils with hearing impairment is very good and the provision for other pupils with special educational needs is good.
- Children in the Nursery and Reception classes benefit from a well-balanced curriculum.
- Visits and visitors, and a good range of extra-curricular activities, enrich pupils' learning.
- Insufficient emphasis is given to ICT in Years 1 and 2, and ICT is not used sufficiently in Years 1 to 6.
- The school ensures that all pupils have equal opportunities to learn.
- The accommodation for children in the Reception classes is unsatisfactory.

Commentary

30. The curriculum for children in Nursery and Reception classes is good, and is well planned in all the recommended areas of learning. There is a good balance between child-initiated and teacher-led activities and there are plenty of opportunities for children to learn through direct experience. In Years 1 to 6, the curriculum is satisfactory and is securely based on the National Curriculum and the locally agreed syllabus for religious education. It provides pupils with worthwhile and relevant learning experiences, meets all statutory requirements and includes a satisfactory programme to deal with sex education and drugs awareness. In addition, pupils in Years 5 and 6 have brief taster lessons in Spanish and French.
31. There is an appropriate emphasis on literacy and numeracy and the national strategies are used well as the basis for planning in English and mathematics. The promotion of literacy and numeracy skills across the curriculum is satisfactory. Provision for ICT now meets statutory requirements. However, insufficient emphasis is given to the subject in Years 1 and 2 and, across the school, pupils have too few opportunities to use ICT to support and enhance their learning in other subjects.
32. The principles of inclusion are fully upheld and all pupils have equal access to the curriculum and extra-curricular activities. The provision for pupils with hearing impairment is very good, and the provision for other pupils with special educational needs is good. Everyone involved in the school has a very strong commitment to inclusion and this is evident in the way that all pupils are accepted, challenged and supported. A strong emphasis is placed on the development of the confidence and self-esteem of pupils with special educational needs and these pupils are proud of the good progress they make.

33. Good provision is made for their personal, social and health education. Satisfactory arrangements are in place to prepare pupils for the next stage of learning through the use of transition units of work, discussions and visits by both staff and pupils, and the transfer of assessment information and pupils' work.
34. The school provides a good range of extra-curricular activities which are popular and well attended. These include soccer for girls and boys, netball, cross country, tag rugby, tennis, choir, recorder, Spanish, guitar, chess and a writing club. In addition, there are currently seven 'signing' clubs, which involve over a hundred pupils, so that mainstream pupils can communicate with those in the Hearing Support Centre. There is also a good range of visitors and visits. Pupils' learning is considerably enriched through this range of interesting activities.
35. The level of staffing is good and all staff are deployed well. Overall, teachers have the necessary experience and skills to cover the National Curriculum but some need to increase their knowledge in art and design and design and technology. Teachers are very well supported by able classroom assistants who are an integral part of the teaching team and make a valuable contribution to pupils' learning. The school also benefits from the efficient work of administrative staff who help to ensure that the school runs smoothly.
36. The last inspection identified the need to improve the accommodation for Year 5 and 6 pupils, and this has been successfully addressed through the construction of a block of four new classrooms. In Years 1 to 6, the accommodation is satisfactory overall, although pupils' access to computers for whole class lessons is restricted by the lack of an ICT suite. However, the hatted accommodation for children in Reception is unsatisfactory and the two classes have limited space for play activities and share one sink. In addition, none of the Reception classes has continuous access to a secure outside area to facilitate childrens' physical development and the Nursery accommodation is rather cramped. Currently, the school is working with the local education authority on plans to improve the Foundation Stage accommodation. Across the school, teachers make the most of the accommodation and enrich the environment with attractive displays of pupils' work. Playground space is just adequate and the school does not have a playing field. The school appropriately plans to reorganise the outside space and to make it more interesting for the pupils, after the proposed building work.
37. Learning resources are satisfactory overall, and are well organised. However, hardware and software for ICT are in need of improvement.

Care, guidance and support

The school is **very effective** in ensuring pupils' care, welfare, health and safety. It provides **good** support for the pupils and gives them ample opportunities to express their views and to influence the school's work.

Main strengths and weaknesses

- All adults play their part in providing very good pastoral care.
- The staff are well trained to support a range of medical and social needs.

- Child protection awareness and arrangements for 'looked after' pupils are good.
- Induction arrangements are good.

Commentary

38. Egguckland Vale is a school where there is a clear understanding that pupils' learning is enhanced when their particular medical, social or emotional needs are recognised and appropriate support is given. All adults in the school, from the kitchen staff through to the teachers, play their full part in providing sensitive and effective support for pupils. The open relationship with parents ensures that issues affecting pastoral care are shared with the school so that staff may be briefed, when appropriate, about individual circumstances and needs. This comprehensive and consistent approach helps pupils feel safe and valued so that they develop positive self-esteem and take on all that school has to offer with confidence and enjoyment. Pupils' views are sought and acted upon, and the school council meets regularly to discuss the improvements they would like to see.
39. The commitment to provide high quality pastoral care is evident in the extra time staff are prepared to devote, for example at lunchtimes, to organising social group activities for pupils who might benefit from a quiet task shared with others. Similarly, both teaching and support staff undertake additional training in skills such as signing and counselling. They also seek professional guidance about how to help pupils with medical conditions such as diabetes. This means that the support they give is well targeted and enables pupils to participate as fully as possible in school life, including residential trips. School documentation relating to the administration of medicines is maintained appropriately.
40. The school ensures that pupils with special educational needs are supported effectively, and the staff are well informed about pupils' individual needs. During the inspection there were many occasions when skilled work from a teacher or a teaching assistant allowed a pupil to overcome an anxiety and to move ahead with their learning.
41. Child protection issues are well handled. All adults have awareness training and guidelines on procedures for reporting concerns, and these are put into practice effectively. The needs of 'looked after' pupils are monitored very well and the school's practice is considered to be a model in the authority. The breakfast club and after-school clubs provide good care for pupils whose parents have work commitments. The monitoring and promotion of health and safety around the school is good and appropriate risk assessments are in place. The school has started to encourage pupils to think about healthy eating but accepts that the promotion of road safety is underdeveloped.
42. Induction arrangements for children joining the Nursery or Reception classes are well planned. Good relationships with parents are established through the home visit when teachers gain valuable information about children's needs and capabilities. Because of the high mobility rate, careful attention is given to ensuring that children who join the school mid-term also benefit from effective arrangements to familiarise them with the school and its routines. Pupils and parents alike are fulsome in their praise about how they are welcomed and helped to settle into the school community.

Partnership with parents, other schools and the community

The school has built up a **very effective** partnership with parents. There are good links with other schools and community links are sound.

Main strengths and weaknesses

- The partnership with parents is very effective and parents hold the school in high regard.
- The views of parents are regularly sought and, where possible, acted upon.
- Pupils and staff benefit from good links with other schools.

Commentary

43. From their earliest contact with parents, the staff successfully promote constructive relationships with children's development and learning as shared concerns. The school welcomes and strongly encourages parents' involvement, and parents find the headteacher and staff easy to talk to and ready to listen and respond to their comments and ideas. Parents have a good range of opportunities to discuss their children's progress. Annual written reports and face-to-face meetings between teachers and parents provide parents with a clear view of their children's progress and standards. The headteacher strongly believes in the importance of seeking parents' views; an annual questionnaire is issued and comments or suggestions are always followed up. In addition, every term he holds an open meeting for parents to discuss general school matters and to listen to parents' views. He is also scrupulous in immediately investigating the very few complaints received and in following these up carefully with parents. This open and caring partnership results in parents holding the school in high regard and being supportive of its activities.
44. Parents of pupils with special educational needs are regularly informed of meetings and reviews. The school makes every effort to let parents know when there is a change in their child's needs and staff are always available for discussion. Contact with parents of pupils with special educational needs often takes place on a daily basis and parents are very complementary about how well the staff listen to them and share information. The school makes very good use of a wide range of support services to support the learning of pupils with special educational needs.
45. Pupils and staff benefit from good links with other schools, mainly based on the local academic council. Pupils have the opportunity to participate with children from other schools in a wide variety of sporting activities, and links are being forged with the adjacent specialist technology college. Transition to the senior school is well organised, and is planned with particular care for pupils who might find the transfer difficult. Arrangements for some pupils to transfer to special schools at the age of 11 are also handled well. Teachers, across the academic council, have common training sessions and subject leaders and special needs teachers have the chance to share ideas. The school makes a sound range of visits in the local area and maintains effective links with the deaf community in Plymouth.

LEADERSHIP AND MANAGEMENT

The leadership and management are **good** overall.

Main strengths and weaknesses

- The headteacher has good leadership and management skills.
- The deputy headteacher and other members of the senior management team fulfil their roles well.
- The leadership and management of the Hearing Support Centre are very good, and the leaders for the key subjects of English and mathematics are effective.
- The governors are well informed and make a valuable contribution to the leadership and management of the school.
- The leadership and management of provision for design and technology require improvement.
- Formal arrangements for the performance management of teaching assistants and non-teaching staff are not in place.

Commentary

46. The headteacher's leadership and management are good, as they were when the school was last inspected. He has high expectations for pupils' academic and personal development and communicates these well so that the school has a clear sense of direction. The headteacher knows the staff well and works effectively with them, recognising and praising their achievements and providing good advice and support when these are required. Teamwork is promoted strongly, and staff appreciate the hard work of their colleagues and know that their own efforts will be recognised. As a result, staff morale is good and there is a common commitment to school priorities. The headteacher believes very strongly in the importance of running a school where every individual matters, and this is evident in the care that is taken to support pupils and staff. The headteacher is held in high regard by staff, governors and parents.
47. The headteacher analyses the results of statutory and non-statutory testing rigorously and ensures the staff are well aware of areas for improvement as well as good achievement. He checks teachers' planning, regularly observes lessons and provides staff with well-focused feedback which benefits their professional development. In addition, he frequently teaches classes and groups of pupils and this also helps him to keep his finger firmly on the pulse of the school.
48. The headteacher has worked effectively with staff and governors to create an improvement plan which reflects and promotes the school's ambitions and goals. The plan is well organised and includes detailed information to support the implementation of individual initiatives, including success criteria. The priorities identified are well judged, and all staff know how they can contribute towards the planned improvements.

49. The deputy headteacher, who took up her post in January 2004, is already fulfilling her role well. She makes an important contribution to the school's strategic planning and provides a very good role model for staff through her positive approach to school improvement and her very good teaching skills. The other members of the senior management team all provide good support in monitoring and guiding the school's work.
50. The leadership and management provided by subject leaders are good in English, mathematics, PSHE and religious education but require improvement in design and technology. The work of the subject leader in the provision for the Hearing Support Centre is very good, and is an important strength of the school. When the school was last inspected, the leadership and management of provision for pupils with special educational needs who were not in the Hearing Support Centre was unsatisfactory. This is no longer the case, and now the subject leader's work is good. She provides valuable support and guidance for her colleagues and manages provision effectively.
51. The school's policy for the performance management of teachers is being implemented well. Teachers' targets properly reflect both whole-school priorities and individual needs; and all staff have ample opportunities to benefit from training courses. However, formal procedures for the performance management of teaching assistants and non-teaching staff are not yet established, and this is a weakness in management provision. Procedures for the induction of recently qualified staff are good, and reflect the caring and supportive ethos of the school.
52. Financial planning is good. The school improvement plan is properly costed, the annual budget is debated rigorously at governors' meetings and the principles of best value are applied well. The balance carried forward into the current financial year is a little high but is justified by the governors' awareness of costs which may be incurred as a result of the planned improvements to the school buildings. The school makes good use of its financial resources, including those used to support pupils with special educational needs, and provides good value for money.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	1,170,814	Balance from previous year	89,612
Total expenditure	1,196,365	Balance carried forward to the next	64,061
Expenditure per pupil	3,029		

Governance

53. The governance of the school is good. The governors are highly committed and make a valuable contribution to the leadership and management of the school. The results of statutory testing are debated thoroughly, and the governors help to guide the school's work through strategic planning which takes careful account of its policies and aims. Statutory requirements are fully met. The governors with responsibility for literacy and special educational needs are particularly well informed, including by

frequent visits to help in classrooms and to discuss provision with subject leaders. In addition, each subject of the curriculum has a link governor, and subject leaders keep them up-to-date with developments. An appropriate range of committees is established and they fulfil their roles well. The finance committee is particularly efficient and rigorous, and the building committee is a strong advocate for improvements to the premises. The chair of governors keeps in regular contact with the school, ensures that meetings are well focused and has a good awareness of provision. The governors are astute, have a secure understanding of the school's strengths and priorities for development and are consequently able to ask the headteacher informed and sometimes challenging questions. As a result, while being highly supportive, they act as effective 'critical friends' to the school.

THE HEARING SUPPORT CENTRE (HSC)

The quality of provision in the Hearing Support Centre is **very good**.

Main strengths and weaknesses

- The teaching is very good, and pupils make very good progress, as a result.
- Pupils in the HSC are fully included in all school activities.
- The leadership and management of the centre are very good.

Commentary

54. The previous inspection report found that the pupils with hearing impairment were skilfully supported and very successfully integrated into the life of the school. This is still the case, and the HSC provision continues to be of a high quality.
55. The 14 pupils attending the centre have significant, often profound, hearing losses and many experience additional language, learning and physical difficulties. In addition, most have problems of confidence and independence that limit their ability to learn and interact with others. The achievement of all pupils working in the HSC is very good. It is very strong indeed with regard to the development of pupils' self-confidence and independence. Each pupil has pertinent targets set within their individual education plans and they make very good progress against these. In addition, an analysis of the school's data shows that these pupils make very good progress in the key subjects of English and mathematics. Pupils' progress is fostered effectively by prompt, regular and detailed speech and language therapy programmes linked to sensible withdrawal sessions which assist the development of basic skills.
56. Although pupils with hearing impairment receive specialised support, the majority of their week is spent within mainstream classes. These pupils are accepted without reservation by their peers and make many friendships as a result. Similarly, all pupils in the school benefit from this rich mix of pupils. This is most noticeable in the very good development of signing throughout the school. All pupils value this additional skill and over one third of the school attend signing classes.
57. Pupils in the HSC benefit from very good teaching. This is characterised by very good planning, excellent relationships and very close monitoring of pupils' progress. There

are very good assessment procedures within the HSC and this ensures that pupil progress, or lack of it, is monitored regularly. Class teachers are well trained, and keep up-to-date and fully involved in issues concerning deafness and individual deaf pupils. As a result, they have developed very good knowledge which informs their planning and teaching. The strong repertoire of skills possessed by all adults within the classroom means that pupils with hearing impairment always receive high quality teaching and this makes the major contribution to their very good progress.

58. The school has a very strong and effective commitment to inclusion. This means that, as well as specialist teaching, pupils with hearing difficulties receive a broad and well designed curriculum, together with many opportunities to undertake visits, join clubs and participate in the many enriching activities that take place during and outside the school day.
59. The support, guidance and advice provided by specialist staff for pupils who have hearing difficulties are of a very high quality, and this is recognised and appreciated by parents. At the beginning and end of each day, the HSC is available for pupils to drop in for assistance with equipment, to discuss a problem or simply 'touch base' with friends. It is also a time when parents can meet teachers and assistants informally, thereby strengthening the very good home-school links. The fact that each pupil has a personal link to the HSC provides a security and continuity that contributes to the very good level of independence they achieve while at the school.
60. As well as a strong partnership with parents, the HSC has a very strong link with a range of educational and health services. This is most noticeable in the very good partnership between the school and the specialist speech and language therapist who works as an integral and highly valued member of the HSC team.
61. The success of the HSC owes much to its very good leadership and management by the subject leader. She is very skilled and well informed, and works tremendously hard to ensure that each pupil has the best possible chance to fulfil their potential.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

62. The good provision reported at the time of the last inspection has been maintained.
63. The children enter the Nursery after their third birthday, and transfer to the Reception classes in the September before they are five. The Nursery welcomes hearing and hearing-impaired children, who both benefit from the good provision. Induction arrangements are thorough, and children settle quickly into the Nursery and Reception. While attainment on entry to the school covers a broad range, children's overall standards are well below those usually expected for their ages. Their language and communication skills are often particularly weak. Although children's achievement is good as a result of good teaching, the majority are not on course to reach the nationally expected standards in most areas of learning by the end of the Reception year.
64. The quality of teaching is very good in the Nursery and is good in the Reception classes. There is a favourable ratio of adults to children, particularly in the Nursery, and this helps to ensure that all pupils' needs are well met. Children with special educational needs are identified early, and are well supported. The teachers monitor children's progress carefully and ensure that tasks are matched to their needs. Teaching assistants are well trained and make very valuable contributions to children's learning.
65. The Nursery accommodation is rather cramped and, although there is a secure outside area, it is used by the Reception children as well as the Nursery. As this is a shared provision, access has to be timetabled, so no class has continuous access to a secure outside area to enhance learning in the classroom. The Reception classes are housed in outdated temporary buildings that are remote from the main school and apart from the Nursery. This does not encourage easy liaison between the different parts of the Foundation Stage, or between the Foundation Stage and the main school. The two Reception classes share one sink, and there is limited space for play activities such as sand and water play. The staff make the most of the limited accommodation, and look forward to the implementation of plans for improvement which are currently being finalised with the local education authority.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve well because of the good teaching and the high expectations set by staff.
- The very caring atmosphere and supportive relationships ensure that children feel confident and happy.

Commentary

66. Teaching is good and permeates all areas of learning, enabling children to achieve well. Children enter the Nursery with well below average personal and social skills, and some children are still finding it hard to consider the needs of others. The clear boundaries and consistent role models set by the adults ensure that the children know what is expected of them, and they quickly learn the correct way to behave. The adults are sympathetic, friendly and calm. They ensure that relationships are very good and that children feel secure and happy. Children's awareness of the needs of others is fostered well, including through hearing-impaired and hearing children working alongside each other in the Nursery. Children are encouraged to be independent by choosing some of their activities, and are expected to clear up after themselves, which they usually do without much prompting. They move quietly and sensibly around the Nursery as they choose their activities. Children take it in turns to be the 'Special Person', doing jobs such as handing out drinks during snack time, which engenders independence and a sense of pride in what they do.
67. The Reception children know the rules and routines of the class and show interest in what they are doing. Children are encouraged to share, to take turns amicably, and to put up their hands when answering a question, although some find this hard to do. When children do not conform they are dealt with firmly but fairly, so that they learn how to appreciate the needs of others within the group. Despite good teaching, children's very low starting points mean that most will not meet the required goals in this area of learning by the end of the Reception year.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teachers and support staff take every opportunity to develop children's language skills.
- The quality of teaching is mainly good and is sometimes very good.

Commentary

68. Most children enter the Nursery with weak communication skills, and all make effective progress as a result of the many opportunities they are given to talk and listen, and the very good teaching they receive. Throughout Nursery and Reception, a strong emphasis is placed on speaking and listening. Children are taught to use sign language to enable the hearing-impaired children to be fully included in all activities. Many children have poorly developed speech, and staff take every opportunity to develop their communication skills. Children enjoy books and listen attentively when a story is read to them. They are encouraged to make marks on paper, paving the way well for future writing. Although the Nursery classroom is rather small, good opportunities are given for role-play to enhance children's spoken language and co-operative play.
69. In Reception, children begin to recognise the sounds that letters make, and the most able children are recognising a few simple key words. Great emphasis is placed on learning to read and, from the start, they take books home to share. Children are able to 'read' the story by looking at the pictures, and are beginning to predict what might happen next. Teaching is good, and children in Reception are already experiencing an appropriately adapted literacy

session, preparing them well for transfer to Year 1. However, despite their good achievement in the Nursery and Reception, most children are not on course to meet the expected standards in communication, language and literacy by the end of the Reception year.

MATHEMATICAL DEVELOPMENT

The provision for mathematical development is **good**.

Main strengths and weaknesses

- Teaching is good and children achieve well through practical learning activities.

Commentary

70. Children achieve well as a result of good teaching. Teachers plan a range of interesting activities to promote mathematical understanding. They are appropriately practical, so that children learn through direct experience. For example, in the Nursery, children identify simple shapes and use them to make shape pictures, whilst in Reception, they order numbers to ten and are beginning to consider 'one more than' and 'one less than'. Some children find this work difficult and benefit from lots of repetition. There are also good opportunities for the development of children's personal skills, as they learn to consider others while they take turns. These practical activities prepare the way well for future learning, and sustain children's interest. Children achieve well but most are not on course to meet the expected standards in mathematics by the end of the Reception year.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision for the development of children's knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- Good teaching enables children's to achieve well in this area of learning.

Commentary

71. Good teaching means that children's knowledge and understanding of the world develops well, from a low base. Children enter Nursery with limited experiences and poor general knowledge. The teacher grasps every opportunity to extend children's understanding of their world. For example, during the inspection, children learned about Autumn through direct experience when collecting nuts and leaves.

72. In the Reception classes, children develop their early scientific understanding by discovering how different objects move down a slope. Good emphasis is placed on the development of language; for example, children are encouraged to describe how things roll or slide. Religious education is planned at an appropriate level, and children learn about Christian festivals, such as Christmas. They learn about Remembrance Day and print poppies using round shapes. Children have access to computers and are making good progress in developing their early skills. Although children achieve

well, most are not on course to reach the expected goals by the end of the Reception year.

PHYSICAL DEVELOPMENT

Provision for physical development is **good**.

Main strengths and weaknesses

- A wide range of learning opportunities is provided to promote all aspects of physical development.

Commentary

73. Pupils' physical development is fostered well, despite the constraint of the shared secure outside area. A wide range of activities is provided to develop children's skills. Children in the Nursery use the school hall, which enables them to develop their awareness of space as well as familiarising them with the main school building. Their manipulation skills are developed effectively during activities that involve cutting, sticking, painting and handling a range of small tools.
74. During physical education lessons in the playground, where they learn to move with increasing control, Reception children become aware of the space around them. They explore different ways of moving including running, jumping, hopping and skipping. Adults take an active part in lessons, setting good role models for performance. There are good opportunities in lessons to enhance children's personal development alongside their physical skills, as they learn to take turns, obey commands promptly and develop their awareness of the needs of others. There are also many opportunities for Reception children to manipulate a range of tools, including brushes, pencils and glue sticks, which they do with increasing dexterity. Most children are on course to reach the expected goals in this area of learning by the end of the Reception year.

CREATIVE DEVELOPMENT

Provision for children's creative development is **good**.

Main strengths and weaknesses

- Children are making good progress as a result of good teaching.

Commentary

75. The quality of teaching and learning is good. Children make good progress when experimenting with paint, and learn to mix colours from an early age. They experiment with a variety of media to create different textures. Teachers use display well to create an environment which stimulates children's interest, and children's artwork is celebrated by careful presentation. Children learn a range of songs, which they thoroughly enjoy singing. Children's underdeveloped language abilities and life experiences limit the quality of their imaginative play. However, most children are on

course to meet the expected goals by the end of the Reception year in relation to their creative development.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

The quality of provision in English is **good**.

Main strengths and weaknesses

- Pupils achieve well as a result of good teaching.
- The subject leader leads and manages the subject effectively.
- Some pupils need more help to master Standard English in its spoken and written forms.
- In Years 3 and 4, teachers sometimes require too little written work from pupils, including in work in subjects other than English.

Commentary

76. Standards in speaking and listening, reading and writing are below average in Year 2, and are broadly in line with national expectations in Year 6. Inspection evidence shows that, when account is taken of their mainly low attainment on entry to Year 1, pupils of all abilities, including those with special educational needs, make good progress and achieve well. As is the trend nationally, most pupils do better in reading than in writing. There is no significant difference in the performance of girls and boys, and pupils from ethnic minority backgrounds do as well as their peers. Current standards in Year 6 are higher than the statutory test results in the last academic year, which were below the national average. When the school was last inspected, standards in Year 2 were below national expectations in writing but broadly average in reading. In Year 6, standards were in line with national expectations in English.
77. Most pupils in Year 2 listen well in lessons and have acquired sufficient confidence to answer questions and join in discussions, although few give detailed and well structured sentences. The majority in Year 2 can read, understand and talk about the plot and the characters in simple storybooks from the school's collection of structured reading resources. They know how to use their knowledge of letter sounds to work out unfamiliar words, and they also use other 'cues' such as the illustrations and the context to make meaning of the text. Higher attaining pupils already read much longer books by well known children's authors and are developing preferences for particular kinds of story. All pupils know the difference between fiction and non-fiction, and all have a reasonable grasp of the technical terms needed to discuss what they read. It is in writing that the gap between lower attaining and high attaining pupils is most evident. For example, while a substantial number of lower attaining pupils write very little and are still struggling to master handwriting and to build the words they need to convey their thoughts, the few highest attaining pupils already produce neatly presented stories, sets of instructions, reports and other kinds of writing of considerable length and complexity. The majority of pupils have to work very hard to acquire the skills of basic literacy during the first few years of schooling. It is to their credit, and to their teachers' credit, that they do so.

78. From Year 2 onwards, having acquired a secure foundation in literacy, pupils build well on their earlier achievements. By Year 6, most have developed confidence as speakers and have acquired a reasonable general vocabulary as well as a suitable repertoire of technical terms to discuss their work in different subjects. They can read and understand texts which are appropriate for their ages, and they can collate information from different sources, for example in order to inform presentations to their classmates about the Tudors. They have learned to plan their writing well, so that its structure and form match its intended purpose and audience, and they are developing a good level of awareness of the criteria by which different kinds of writing might be judged. The written work of the highest attaining pupils in Year 6 is of a very high standard. Many lower attaining pupils still experience difficulties combining the many skills needed to produce written work of the required standard. While their writing usually has a clear structure and often engages the reader with its content, it is too often spoiled by persistent weaknesses in grammar, punctuation and spelling, and, occasionally, by poor presentation.
79. The teaching is good overall, and is very good in Year 6. It is effective in enabling pupils of all abilities to build consistently and securely on their prior attainment. Lessons are planned well, and so good are the relationships between staff and pupils that all pupils are keen to learn, irrespective of the challenges that might face them. Learning support staff play a valuable role by supporting individuals and groups in lessons, and by leading a number of successful language intervention programmes. Most teachers have high expectations for what pupils should achieve and plan suitable work for pupils of differing abilities. They assess pupils' responses well during lessons, and they do their best to ensure that pupils meet the targets that have been set. In the best lessons, in Year 6, teachers are particularly secure in their knowledge and understanding of the subject. They use time to maximum effect, and they ensure that pupils understand the criteria by which their work will be judged. Across the school as a whole, weaknesses in teaching, where they exist, relate to overall provision rather than to specific lessons. For example, in Years 3 and 4: teachers sometimes require too little written work from pupils, including in work in subjects other than English; and many pupils are allowed to use print far longer than is necessary, rather than the cursive style of handwriting they have been taught.
80. In a more general sense, in lessons seen and in the marking of pupils' work, evidence shows that teachers do not always develop pupils' awareness of the difference between their own speech patterns and Standard English in its written form. While rightly praising what has been achieved, they sometimes overlook grammatical errors, colloquialisms, spelling mistakes and weak punctuation in pupils' own writing, with the result that common errors such as 'should of' for 'should have', for example, become persistent habits.
81. The subject leader is effective in her role. Having benefited initially from the support of literacy consultants from the local education authority, and with the continuing support of the headteacher, her monitoring and evaluation of standards, teaching and learning in English have given her a good overview of provision. She has been responsible for improvements in resources, in the scheme of work and in the development of a good range of enrichment activities such as theatre visits, drama workshops, a writers' club and annual poetry competitions. The impact of her drive to raise the profile of poetry in the school is evident in the examples of good quality of

the poetry written by pupils of all ages. She is working hard to address areas for improvement, such as writing, and she has ensured that assessment is used to good effect to set targets for individual pupils as well as to plan intervention programmes for those pupils who need them. Setting arrangements in Years 5 and 6 work in the best interests of all the pupils concerned.

82. ICT is used satisfactorily to develop basic literacy skills throughout the school, and there are good examples of its use for research and for the presentation of information in Year 6. Overall, however, too little use is made of word-processing to help pupils draft, edit and publish their writing.

Language and literacy across the curriculum

83. Planned opportunities for pupils to speak and listen are strong features of much of the work across the curriculum and help many pupils both to understand new concepts and to use language for learning. All teachers ensure that pupils know and understand the specialist vocabulary needed to work effectively in other subjects, and they usually ensure that pupils use this vocabulary. However, there are sometimes lapses in science when specialist terms are introduced but not reinforced during lessons. Overall, pupils' writing skills are soundly promoted across the curriculum, and the links between the development of pupils' literacy skills and historical knowledge are good in Years 5 and 6. However, middle and lower attaining pupils in Years 3 and 4 do not always record as much as they could in writing in lessons in other subjects.

MATHEMATICS

The quality of provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are a little above national expectation in Year 6.
- Teaching is good overall and is very good in Years 5 and 6.
- The leadership and management of the subject are good.
- Insufficient use is made of ICT to support and enhance pupils' learning, particularly in Years 1 and 2.

Commentary

84. Standards in Year 2 are below national expectations. However, when account is taken of pupils' capabilities and of their weak mathematical knowledge and understanding when they enter Year 1, they achieve well across Years 1 and 2. Pupils continue to make good overall progress in the older classes and often make particularly significant gains in Years 5 and 6, where the teaching is very good. As a result, standards in mathematics are a little above national expectations in Year 6 and represent good achievement. This is an improvement since the last inspection when they were judged to be in line with national expectations. Current standards in Year 6 are also higher than in the last academic year, when the results of the statutory tests were in line with the national average. Pupils with special educational needs, the most capable pupils and those from ethnic minority backgrounds all make good progress from Years

1 to 6. No significant differences between the achievement of boys and girls were evident during the inspection.

85. Although most pupils in Year 2 are working below the expected range for their age, they are steadily developing a secure knowledge and understanding of place value and are able to recall addition and number facts to at least ten. They are appropriately taught to recognise number patterns and are beginning to use different strategies to solve number problems. As pupils move up the school, the speed and range of mental calculations increases and pupils also extend their knowledge of angular measure, shape and familiar units of length, mass and capacity. By Year 6, they carry out number calculations accurately and deal very competently with fractions, decimals, percentages, data and metric measures.
86. The quality of teaching and learning is good overall and most lessons in Years 5 and 6 are very well taught. This is an improvement since the last inspection when some unsatisfactory teaching was observed in Years 1 and 2. Teachers appropriately use the National Numeracy Strategy as the basis for planning and provide opportunities for pupils to explore a variety of strategies for calculation and to acquire a confident recall of number facts. Good use is made of the recommended three-part lesson, for example, to rehearse and sharpen pupils' mathematical skills through well-focused oral and mental work during the introductory sessions. The most effective lessons are characterised by thorough planning with clearly defined learning objectives, high expectations that promote good attitudes and behaviour, and very good support provided by well-briefed teaching assistants. In the small number of lessons that demonstrated satisfactory teaching, teachers sometimes talked for too long and this reduced pupils' active involvement in learning. In most classes, insufficient use is made of ICT to support and enhance pupils' mathematical learning.
87. The assessment of pupils' mathematical learning has improved since the last inspection. It now soundly informs teachers' planning and ensures that activities are carefully matched to pupils' learning needs. All teachers mark pupils' work regularly and provide helpful and encouraging feedback. In the best practice, pupils are given accurate information about their strengths and clear guidance on how to improve.
88. The leadership and management of the subject are good. The subject leader sets a good example through his own teaching and provides useful advice and support for colleagues. He analyses and evaluates national test results and, in conjunction with the senior management team, has a good awareness of pupils' standards and progress across the school. The subject leader has observed mathematics teaching, and information obtained from this monitoring activity is used effectively to identify strengths and any key areas for development as well as individual teachers' training needs.

Mathematics across the curriculum

89. Satisfactory use is made of mathematics to support pupils' learning across the curriculum. For example, in a Year 5 science lesson observed during the inspection, pupils were encouraged to use their mathematical knowledge and understanding when considering the relative sizes and positions of the Earth, sun and moon.

SCIENCE

The quality of provision is **good**.

Main strengths and weaknesses

- Pupils achieve well and standards are a little above national expectation in Year 6.
- The subject is well taught, and pupils benefit from particularly effective teaching in Years 5 and 6.
- Procedures for tracking pupils' progress require improvement.
- ICT is not sufficiently used to support pupils' scientific learning.
- Teachers do not always ensure that pupils use the correct scientific vocabulary.

Commentary

90. On entry to Year 1, pupils' scientific knowledge and understanding are usually very limited, and pupils' overall standards in Year 2 are understandably below national expectations. However, by Year 6, pupils' standards are a little above national expectations. The standards reached in Years 2 and 6 reflect pupils' good overall achievement, given their starting points on entry to Year 1. Pupils with special educational needs make good progress, and pupils from ethnic minority backgrounds do as well as their peers. The achievement of the most capable pupils is satisfactory in Years 1 and 2 and is good in Years 3 to 6. No significant differences between the achievement of boys and girls were evident in science during the inspection. Current standards in Year 6 broadly reflect the results of the statutory tests in the last academic year, which were above the national average. Pupils' standards were also above national expectations in Year 6 when the school was last inspected.
91. In Year 1, pupils' low standards are clearly demonstrated in their very limited skills in identifying and describing the characteristics of common materials, and in the considerable problems that many have in posing pertinent questions which might help them to decide whether a hidden object is made of wood, fabric, plastic or metal. Effective teaching enables pupils to make good progress and, by Year 2, most are demonstrating broadly average standards for their ages. For example, they have a secure grasp of the dangers and uses of electricity and can describe, in simple terms, how heat can change some materials. However, few are aware that some changes can be reversed, and most find it difficult to express their own ideas to find solutions to simple questions.
92. In Year 3, pupils' good achievement is reflected in their awareness that shadows are formed when a light course is blocked and by clear explanations, by the most capable pupils, of why shadows change during the day. In Year 4, pupils make good progress when learning about materials that act as insulators or conductors of electricity, while Year 5 pupils achieve well when conducting simple experiments to discover the best material for insulating sound. In Year 6, most pupils have a good understanding of how materials can be separated by evaporation and filtration, and take careful account of the need for fair testing when carrying out their investigations.
93. The quality of teaching ranges from satisfactory to very good, and is mainly good. As a result, pupils generally make good progress in their learning. All teachers have secure subject knowledge and plan their lessons well. Individual lessons form part of a coherent science programme which is carefully sequenced to develop pupils' key

skills and knowledge. Teachers are clear about what they expect pupils to learn and ensure that pupils are also aware of these expectations. Teaching assistants are well briefed and provide good support for pupils with special educational needs during science lessons.

94. In the most effective lessons, which are usually taught in Years 5 and 6, very good use is made of questions to probe pupils' understanding and to move their learning forward. In these lessons, teachers' high expectations mean that many pupils are progressing very well, and are working at the edge of their current capabilities. Across the school, the teaching generally motivates pupils effectively, and they respond by listening attentively to their teachers and working hard. In the minority of lessons that were satisfactory, there were areas for improvement. These included occasions when the pace of learning was allowed to become rather slow in part of the lessons, and when scientific vocabulary was not sufficiently reinforced. While pupils have ample opportunities to follow their teachers' instructions to carry out scientific investigations, they have relatively few chances to devise their own simple experiments to test their own hypotheses.
95. All teachers make broad assessments of the overall success of pupils at the end of units of work. However, these assessments are not sufficiently related to National Curriculum criteria, and do not provide a coherent record which enables the progress of individual pupils to be tracked as they move through the school. Pupils' literacy and numeracy skills are soundly promoted in work in science. However, insufficient use is made of ICT to support pupils' learning.
96. The leadership and management of the subject are satisfactory. The current subject leader, who took on her role in September 2004, has already audited resources, observed teaching in several classes and studied examples of pupils' work. Although her awareness of the quality of provision across the school is not yet fully developed, she has sensible plans for further monitoring activities, and has the enthusiasm and capacity to lead and manage the subject very well.

INFORMATION AND COMMUNICATION TECHNOLOGY

Because no lessons were taught in ICT in Years 1 and 2 during the inspection, it is not possible to make an overall judgement about provision in these year groups. However, evidence from pupils' completed work shows there are **important weaknesses** in the subject in Years 1 and 2. In Years 3 to 6, provision is **good**.

MAIN STRENGTHS AND WEAKNESSES

- Pupils make good progress in Years 3 to 6, as a result of very effective teaching.
- Pupils underachieve in Years 1 and 2, where their access to computers is too limited.
- Insufficient use is made of ICT in Years 1 to 6 to support and enhance pupils' work in other subjects.

Commentary

97. Standards in Year 2 are below national expectations. Pupils underachieve in Years 1 and 2 because they have insufficient opportunities to develop and practise their ICT

skills. However, in Years 3 to 6, very effective teaching enables pupils to make up for lost ground and to achieve well. As a result, standards are in line with national expectations in Year 6. When the school was last inspected, standards were judged to be in line with national expectations in Years 2 and 6.

98. Accommodation difficulties have led the school to purchase a bank of portable laptop computers. The use of these machines is timetabled for pupils in Years 3 to 6 and this enables them to have regular ICT lessons in order to learn and practise their skills in a systematic way. Pupils in Years 1 and 2 have access to their classroom computer and, more recently, to a mini-suite of six computers located outside the school library. The mini-suite facilitates some group teaching but is not conducive to whole class teaching of ICT skills or easily accessed during other lessons. Consequently, pupils' achievements in Years 1 and 2 are restricted by the spasmodic use of ICT, largely due to lack of access to computers.
99. In Years 3 to 6, most lessons are very well taught and pupils make good progress in their learning. Teachers have secure subject knowledge and make good use of a digital projector to provide clear demonstrations. They receive excellent support from an enthusiastic and well-informed teaching assistant who provides technical assistance and works very effectively with pupils. Team teaching arrangements in Year 3 enable all pupils in this year group to benefit from the very good teaching of the subject leader. All pupils respond well and show a high level of interest. They happily share computers and benefit from working collaboratively, including with pupils from the Hearing Support Centre. In the lessons observed, Year 6 pupils achieved well as they worked with text, images and sound as part of their multimedia presentation about the Tudors. In Year 5, pupils made good use of their ICT knowledge and understanding to plan a party, using a spreadsheet to help them keep to a budget, while those in Year 4 honed their word processing skills. In Year 3, pupils built well on their knowledge of inserting 'clipart' images and using different font sizes, to create attractive greetings cards.
100. The leadership and management of the subject are satisfactory. The subject leader has good subject knowledge, sets a very good example through his own teaching and supports and advises colleagues. Before the recent appointments of technical support staff, he has had to spend too much time maintaining equipment. He has observed some lessons and given teachers useful feedback. However, teachers' planning is not monitored with sufficient rigour, especially in Years 1 and 2, and more needs to be done to promote the use of ICT to support learning across the curriculum. Assessment procedures are broadly satisfactory. Weaknesses in the use of ICT for control and monitoring in Years 3 to 6, which were identified in the last report, have been addressed and statutory requirements are now met.

Information and communication technology across the curriculum

101. Overall, pupils make insufficient use of ICT to support their learning in other subjects in Years 1 to 6.

HUMANITIES

102. It is not possible to make an overall judgement about provision in either **geography** or **history**. These subjects were sampled. Two lessons were observed in history but none in geography. Discussions took place with staff and pupils, the pupils' current and past work was examined where available, and school plans were scrutinized.
103. In **geography** the limited evidence shows that the subject meets statutory requirements and is enriched by fieldwork activities. For example, pupils in Year 6 undertake a local river study while those in Year 1 benefit from a visit to Wembury beach. Appropriate attention is also given to the study of contrasting localities including a focus on a village in India. The subject leader is well informed and provides useful advice and support for colleagues. The school uses the helpful guidance provided by the Qualifications and Curriculum Authority as the basis for planning. However, assessment procedures are not securely established in the subject.
104. **In history** the pupils achieve well and demonstrate standards which broadly match national expectations in Years 2 and 6. Standards were also in line with national expectations when the school was last inspected. Pupils in Year 2 have a satisfactory grasp of the main events and key personalities involved in the Great Fire of London. They understand why the fire was able to spread very quickly amongst densely packed wooden buildings and they use suitable technical terms when referring to historical 'sources of evidence' and 'eyewitness accounts' such as those recorded in the diary of Sir Samuel Pepys. Written work in pupils' books shows that they are developing a satisfactory grasp of chronology. They have studied the life and adventures of Mary Kingsley, the first woman explorer known to have visited Africa, and they are able to place the time of her explorations accurately on a time-line.
105. In Year 6, pupils have a sound understanding about everyday life in Tudor England. Working in pairs, they use pictorial evidence to develop hypotheses about aspects of life in Tudor times such as entertainment, family life, farming, food, trade, crime and punishment. They know the difference between primary and secondary sources of evidence, and they understand what constitutes 'reliable evidence.'
106. Teaching was good in both of the lessons seen. The teachers' knowledge and understanding of the topics concerned were secure, and the methods used were well matched to the ages and capabilities of their pupils. In Year 2, team-teaching which involved the class teacher and the teacher of the hearing-impaired pupils led to particularly effective inclusion of all pupils. Evidence from these two lessons and from photographic evidence showing pupils in other year groups actively involved in history, for example through role-play and on visits to places of historical interest, shows that historical enquiry is promoted well. Written work about Henry VIII and biographies of Sir Francis Drake produced by pupils in Year 6 are mainly of an average standard, although the best work seen is above national expectations. The work shows that teachers make relevant links between history and English to promote reading for information and to develop pupils' skills in note making. It also shows that most pupils are able to collate historical information from a variety of sources and communicate their findings clearly.

107. Since the previous subject leader left the school last year, the deputy headteacher has maintained satisfactory oversight of provision. However, as at the time of the last inspection, assessment arrangements are not yet securely established.

Religious education

The provision for religious education is **good**.

Main strengths and weaknesses

- Pupils' achievement is good as a result of good teaching.
- Good resources are well used to bring the subject alive.
- Assessment procedures are not fully developed.

Commentary

108. Standards meet the requirements of the locally agreed syllabus in Years 2 and 6 and represent good achievement. Pupils make good progress when learning about the major world faiths and considering the similarities and differences between the religions. By Year 2, pupils are familiar with Christian stories, such as the story of Moses and Joseph, and are beginning to appreciate the importance of light in such festivals as Christmas and Diwali. Pupils know that religions have different types of buildings for worship, and books that are special to them. Pupils confidently discuss the need for friends, and understand that the gift of love is as important as expensive presents.

109. By Year 6, pupils are suitably informed about a number of world religions, and understand many aspects of the Christian, Hindu, Islamic and Jewish faiths. Pupils know that all religions have distinctive traditions and lifestyles. For example, pupils in Year 5 can identify the importance of the rituals of worship in the Hindu Mandir, while Year 3 pupils appreciate the importance of the five 'Ks' to Sikhs. Pupils in Year 6 know about religious texts that are important to different people, and they recognise the importance of the Bible to Christians and the Qur'an to Moslems. Pupils are aware of the need for love and understanding in their dealings with others, and they recognise the importance of the need for tolerance of differences within their own community.

110. Teaching varies from satisfactory to very good, and is good overall. Teachers arouse the pupils' interest through a variety of learning experiences, including by asking thought-provoking questions, making good use of religious artefacts, and giving pupils ample opportunities to discuss their ideas. In one very good lesson where the teacher had very secure subject knowledge, pupils examined different sources of evidence about the character of Jesus. They understood that opinions varied according to different points of view and thought carefully before making up their own minds about Jesus, and what qualities are important for a religious leader. Although teachers use questions well to check pupils' understanding during lessons, whole-school procedures for assessing pupils' progress and standards in religious education are not securely established.

111. Resources are good and well used in lessons. For example, pupils are helped to understand the symbolism of the five 'Ks' by handling artefacts as well as looking at

pictures. In one lesson, there were effective links with art and design as pupils looked at a range of different religious paintings. By looking at these paintings pupils realised that the way Jesus was represented depended on the background of the artist and his audience.

112. The subject leader is very enthusiastic and leads and manages the subject well. She has a good overview of provision, and provides her colleagues with useful support and guidance. Good use is made of visits and visitors to the school to enhance pupils' religious education.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

These subjects were sampled as so few lessons were observed. It is not possible to give an overall judgement on provision in each subject. Discussions were held with staff and pupils, examples of the pupils' current and past work were examined, and a range of the school's documentation was scrutinized. The evidence revealed **weaknesses in art and design, and design and technology**.

113. In **art and design**, pupils' standards in Year 2 are broadly in line with national expectations and represent satisfactory achievement. Pupils in Year 1 have created interesting sculptures during a recent visit to a nearby beach, and Year 2 pupils have made simple polystyrene prints which are satisfactory for their ages. There are examples of drawings of natural materials which demonstrate the adequate skills of Year 2 pupils but no evidence of work of a higher quality.
114. Pupils' standards in Year 6 are below national expectations and represent underachievement. Their drawing and painting skills are not sufficiently developed, and their decorated headbands demonstrate limited creativity. There are examples of sound work in Year 3, where some pupils have painted vibrant pictures of people, and in the fabric collages made by Year 5 pupils. Overall, however, pupils' progress in developing key skills and understanding in the subject is unsatisfactory in Years 3 to 6. When the school was last inspected, standards were in line with national expectations in Years 2 and 6.
115. While it is not possible to judge the quality of teaching, pupils' completed work shows that teachers' expectations of pupils' potential achievement are often too low in Years 3 to 6. Evidence suggests that these teachers would benefit from in-service training to increase their knowledge and skills in art and design. The curriculum meets statutory requirements but does not ensure that pupils' key skills and knowledge are progressively developed in Years 3 to 6. Coherent systems to assess pupils' standards and progress are not securely established, across the school.
116. The leadership and management of art and design are broadly satisfactory. The subject leader has used sound monitoring procedures which have enabled her to identify the need for improvement in the subject, and she has already started to provide in-service training for her colleagues.
117. In **design and technology**, pupils' achievement is satisfactory in Years 1 and 2. Standards are in line with national expectations in Year 2, as they were when the

school was last inspected. In Year 1, pupils have created moving pictures which demonstrate their sound skills in making simple sliding and pivot mechanisms, while Year 2 pupils have competently used a range of methods to join materials.

118. In Years 3 to 6, pupils' overall achievement is unsatisfactory, and this is reflected in standards that are below national expectations in Year 6. Standards have fallen since the last inspection, when they were in line with national expectations in Year 6. While there are some examples of satisfactory work in Years 3 and 4, pupils' making skills often lack sufficient finesse and this is particularly evident in many of the musical instruments made in Year 5. In Year 6, pupils' designs are below national expectations, and show that pupils have not acquired adequate skills to plan their work with sufficient precision.
119. Since no design and technology lessons were seen, it is not possible to judge the quality of teaching. However, a careful examination of pupils' completed work shows that the teaching enables pupils to make satisfactory progress in their learning in Years 1 and 2 but unsatisfactory progress, overall, in the older classes. In common with the situation in art and design, teachers' expectations are often too low in Years 3 to 6 and they require in-service training to increase their knowledge and skills. Although the curriculum meets statutory requirements, pupils' key design and making skills are not progressively developed in Years 3 to 6. In addition, strategies for assessing pupils' standards and progress are not securely established across the school.
120. The leadership and management of the subject require improvement. The conscientious subject leader has provided her colleagues with useful written guidance about the implementation of the scheme of work, and willingly gives advice to her colleagues when it is requested. She has collected examples of pupils' work, from across the school, and has observed some lessons in design and technology. However, her analysis of the information gathered lacks sufficient rigour and does not identify areas for improvement with sufficient clarity.
121. In **physical education**, teachers' planning shows that statutory requirements are met.
122. In **music**, evidence from the two lessons which were taught during the inspection, from hearing pupils' singing in assemblies and from discussions with the subject leader suggests that there have been improvements in the subject since the last inspection when the teaching and pupils' learning were unsatisfactory in Years 3 to 6. All classes are now taught by a specialist music teacher, and the two lessons taught by this teacher demonstrated her very good subject knowledge and teaching skills. In the lessons seen, in Years 1 and 5, pupils made good progress and were fully engaged and keen to learn. Pupils' singing in assemblies is of a good standard. They have a secure control of pitch, use dynamics effectively and sing with clear diction. The evidence available strongly suggests that pupils are now making good progress in the subject. However, judgements about pupils' overall standards in Years 2 and 6 cannot be made because there were no opportunities to assess their skills during the inspection.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education

123. Only one designated PSHE lesson was seen and it is therefore not possible to make judgements about the overall quality of provision or of teaching in these aspects of the school's work. Nonetheless, evidence from discussions with staff and pupils, from teachers' planning and from displays shows the provision to be wide-ranging.
124. Timetabled and spontaneous class discussions give pupils regular opportunities to discuss issues that are of immediate concern to them, while the school council offers them a more formal process through which to influence and change school life. Evidence from classroom displays shows that pupils discuss, and take action about, topical issues such as conservation, recycling and the care of the environment. They are taught to think as citizens and to act as 'good citizens'. For example, by developing rules for classroom and playground behaviour, they learn about the need for rules in society and about the consequences of anti-social behaviour. The election of house captains and of members of the school council gives pupils some understanding of democracy at work, while the requirement to 'cost' the construction of a theme park, even though an imaginary exercise, gives older pupils some experience of managing money and the need to allocate resources wisely.
125. Health education is delivered mainly through science, although all pupils have also been encouraged to consider the nutritional value of the food they eat, including snacks. The school nurse contributes to a programme of sex education which forms an element of the PSHE programme in every year group, as well as introducing pupils to aspects of drugs education related to medicine and drugs in the home.
126. Good relationships are promoted strongly. Pupils are made aware of the special relationships that bind families and friends together. Assembly themes and lessons, for example in religious education and English, teach pupils to value relationships and to respect others. In the one lesson seen, in Year 2, the teaching was good. Pupils were reassured about the secure nature of their 'think books' and were sensitively encouraged to use them to express their private thoughts and concerns without fear of intrusion. A planned programme of visits by representatives of various local organizations and services, including the Fire Service, the Brownies and the Scouts, helps pupils to understand that individuals can find help and inspiration within their own communities.
127. The subject leader is effective in her role. She is developing a good scheme of work which integrates provision into the curriculum as well as allocating specific periods of time each week for pupils to discuss issues of concern to them. All teachers have been given written and verbal guidance about the use of discussion time and about other elements of provision. By looking at teachers' planning, by talking to them about their intentions for implementing the scheme of work, and through discussion with pupils, the subject leader has developed a good overview of provision.

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	4
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	5
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	5
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
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	4
The school's links with other schools and colleges	3

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