

# INSPECTION REPORT

Werrington Primary School  
Yeolmbridge  
Launceston  
Cornwall  
PL15 8TN

LEA area: Cornwall

Unique Reference Number: 111943

Inspection Number: 188421

Headteacher: Mr D Saunders

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Reporting inspector: Mr L Lewin 22330

Dates of inspection: 18<sup>th</sup> – 20<sup>th</sup> October 1999

Under OFSTED contract number: 707103

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
Type of control:	County
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Yeolmbridge Launceston Cornwall PL15 8TN
Telephone/Fax number:	01566 772943
Appropriate authority:	Governing body
Name of Chair of Governors:	Canon A J M Brownridge
Date of previous inspection:	May 1996

## INFORMATION ABOUT THE INSPECTION TEAM

<b>Team members</b>	<b>Subject responsibilities</b>	<b>Aspect responsibilities</b>
Mr Laurie Lewin, Registered Inspector	Mathematics Science Information Technology Design and technology Music Physical Education	Characteristics of the school Attainment and progress Teaching Special educational needs Leadership and management Staffing Resources for learning The efficiency of the school Attitudes, behaviour and personal
Mr Jon Vincent, Lay Inspector	-	Attendance Support, guidance and pupils' welfare Partnership with parents and the community Accommodation Equal opportunities The curriculum and assessment Pupils spiritual, moral, social and cultural
Mrs Julie Hooper, Team Inspector	Areas of learning for children under five English History Geography Art	

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## **MAIN FINDINGS**

### **What the school does well**

- The teaching in the class of the youngest pupils in the school is good overall and occasionally very good.
- There is a good ethos in the school. The warm and friendly atmosphere projects a commitment towards pupils reaching their full potential.
- The school is well led and well managed.
- Good assessment procedures enable the teachers to track pupils' attainment.
- The school makes very good provision for pupils with special educational needs.
- There is currently a generous allocation of support staff that considerably enhances pupils' education.
- Pupils have good attitudes to their work and are well behaved.
- Throughout the school relationships are good.
- The school provides well for pupils' personal development.
- The school makes good provision for pupils' spiritual, moral, social and cultural development.
- The pupils are well cared for.
- Many parents are fully involved in their children's education and there are particularly strong links with the community.
- The school provides a good programme of extra-curricular activities.

### **Where the school has weaknesses**

- I. Although, most of the teaching throughout the school was satisfactory or better, a small number of lessons were judged to be unsatisfactory.
- II. The school's development plan does not include all current initiatives and long-term developments are not sufficiently linked to financial implications.
- III. Systems for monitoring and evaluating the curriculum and teaching and learning are under developed.
- IV. The school does not provide full coverage of some aspects of gymnastics and has no programme for adventurous outdoor pursuits.

**The strengths in the school by far outweigh the weaknesses identified above.**

## **HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION**

- V. Pupils now work at appropriate levels for their ages in design and technology.
- VI. Provision for pupils with special educational needs is very good and these pupils make good progress.
- VII. The accommodation has improved such that there is now adequate classroom accommodation for reception and Key Stage 1 pupils and enhanced library, staff-room and office facilities.
- VIII. There is currently a generous allocation of support staff that considerably enhances pupils' education.
- IX. The school has continued to develop planning to ensure continuity and progression in pupils' learning throughout the school and now provides appropriate time allocations for all subjects of the National Curriculum.
- X. Assessment procedures are good.
- XI. The school now has a suitable policy for promoting the education of higher attaining pupils.
- XII. Provision for pupils' cultural development is now good.

The school has improved at a satisfactory rate and shows an appropriate capacity to continue this improvement in the future.



## STANDARDS IN SUBJECTS

Fewer than ten pupils were involved in end of key stage national tests in the last two years. With such small cohorts it not possible to make reliable judgements about trends of attainment over time. Consequently, data relating to test results, usually included in this section of the inspection report, is omitted.

From the evidence of this inspection, children under five are on course to attain the standards expected nationally by the time they reach age five. In English, mathematics, science and information technology pupils attain standards that match the national expectation by the end of each key stage. In religious education pupils attain standards that match with the expectations of the locally Agreed Syllabus at the end of each key stage. Pupils with special educational needs make good progress in relation to their prior attainment.

## QUALITY OF TEACHING

<b>Teaching in:</b>	<b>Under 5</b>	<b>5 - 7 years</b>	<b>7 - 11 years</b>
English	Good	Good	Satisfactory
Mathematics	Good	Good	Satisfactory
Science		Satisfactory	Satisfactory
Information technology		Good	Satisfactory
Religious education		Satisfactory	Satisfactory
Other subjects	Good	Good	Satisfactory

Overall 87 per cent of the teaching seen was satisfactory or better, 42 per cent was good or better and 13 per cent was very good. Thirteen per cent of lessons were unsatisfactory. For the under-fives and Key Stage 1 pupils most teaching was good and occasionally very good. At Key Stage 2, most teaching was satisfactory.

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. Satisfactory means that strengths outweigh any weaknesses.*

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
Behaviour	Good. Pupils are polite and well behaved.
Attendance	Satisfactory. Pupils enjoy coming to school.
Ethos*	Good. Warm, friendly atmosphere that projects a commitment towards pupils reaching their full potential.
Leadership and management	The school is well led and well managed. Governors are fully involved in the management of the school. The school's development plan does not include all current initiatives. Systems for monitoring and evaluating the curriculum and teaching and learning are under developed.
Curriculum	Satisfactory. Generally broad and balanced. The school does not provide full coverage of some aspects of gymnastics and has no programme for adventurous outdoor pursuits. The school provides a good programme of extra-curricular activities.
Pupils with special educational needs	Very good provision that enables pupils with special educational needs to make good progress.
Spiritual, moral, social and cultural development	The school promotes pupils' spiritual, moral, social and cultural development very effectively through many aspects of the curriculum.
Staffing, resources and accommodation	Teachers are suitably qualified and well deployed. The current generous allocation of support staff considerably enhances pupils' education. The school has an adequate range of resources. The accommodation is generally satisfactory and well used. However, facilities for physical education are limited by the lack of a hall and playing field.
Value for money	Satisfactory.

*\*Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

### • The parents' views of the school

#### What most parents like about the school

- XIII. Parents feel encouraged to play an active part in school life.
- XIV. Staff are approachable.
- XV. The school achieves a high standard of behaviour.
- XVI. The school provides pupils with positive attitudes towards their work.

#### What some parents are not happy about

- XVII. Some parents feel they do not receive t.
- XVIII. A few parents feel that the school has an

These views are based upon seven parents' questionnaires returned and the views of eight parents who attended a meeting with the registered inspector.

The inspection team agrees with the positive views expressed by the parents. The school sends regular newsletters to parents. However, inspectors agree that not enough information is provided for parents concerning the school curriculum and the way it is taught. Satisfactory provision is made by the school for homework to enhance pupils' work in the classroom, but the school lacks a policy to guide and inform teachers and parents as to the school's approach in this area.

## **KEY ISSUES FOR ACTION**

- XIX. Where it is unsatisfactory, improve the standard of teaching by ensuring that work planned always matches precisely with pupils' levels of attainment and that directions for activities are always provided clearly and succinctly. (Paragraphs 24, 72, 84 and 111)
- XX. Ensure that the school's development plan includes all current initiatives and that long-term developments are clearly linked to financial implications. (Paragraphs 47 and 53)
- XXI. Provide formalised systems for monitoring and evaluating the curriculum and teaching and learning and their effects upon pupils' attainment and progress. (Paragraph 47)
- XXII. Explore ways of providing a programme of adventurous outdoor activities for pupils at Key Stage 2. (Paragraphs 29 and 112)

In addition to addressing the above key issues, the school should consider including the following additional areas of improvement within in its action plan:

- XXIII. Provide more curricular information for parents. (Paragraph 43)
- XXIV. Provide a separate play area for children under five and equipment to enable them to more easily develop their gross motor skills. (Paragraph 51 and 52)
- XXV. Place more emphasis on control and modelling within the work planned in information technology at Key Stage 2. (Paragraph 88)
- XXVI. Provide a drugs and health education policy. (Paragraph 29)
- XXVII. Provide a homework policy. (Paragraph 32)

## · **INTRODUCTION**

### · **Characteristics of the school**

1. Werrington Primary School is located a few miles outside Launceston on the main Launceston to Bude road and close to the small hamlet of Yeolmbridge in a rural setting. Pupils are drawn from the immediate village and also from a wide area outside of the school's immediate catchment zone. The children entering the school represent a wide range of attainment and the overall attainment of this year's intake of under-fives is broadly average. These children are taught in a class alongside pupils in Years 1 and 2. There are currently 39 full-time pupils on the school roll taught by two full-time teachers and one part-time teacher. Children are admitted to school for full-time education at the start of the term in which they have their fifth birthday. Under the local education authority under-fives scheme, provided there is room, those whose fifth birthday falls between January 1<sup>st</sup> and August 31<sup>st</sup> may attend part-time school from October until the start of the term in which they are five. At the time of the inspection three part-time and one full-time children were under five. There are nine pupils currently registered as having special educational needs and of these two have Statements of Special Educational Need. Five pupils in the school are currently eligible to receive free school meals. All of the pupils in the school are of white ethnic origin.

The school has identified the following areas for development during the current academic year:

- Further review areas of religious education.
- Further review literacy planning within multi-age classes.
- Further review science
- Further review information technology in the light of NOF funded training in Spring/Summer 2000.
- Further develop the team building day for governors and staff.

XXVIII. Implement the National Numeracy Strategy within multi-age classes.

XXIX. Review history – produce a policy and update resources.

### · **Key indicators**

2. For most schools this section normally contains results of end of key stage national tests. At Werrington Primary School, only nine pupils were eligible to sit the end of Key Stage 1 national tests and only six pupils were involved with tests at Key Stage 2 during 1998. Where tests involve fewer than ten pupils, results are not published in inspection reports.

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**Attendance**

Percentage of half days (sessions) missed			%
through absence for the latest complete reporting year:	Authorised	School	7.1
	Absence	National comparative data	5.7
	Unauthorised	School	0
	Absence	National comparative data	0.5

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**Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	0
	Permanent	0

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**Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	13
	Satisfactory or better	87
	Less than satisfactory	13

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**PART A: ASPECTS OF THE SCHOOL**

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**EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

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**Attainment and progress**

3. Overall standards were reported during the last inspection as being in line with the national expectations except for design and technology where standards were below the level expected. This inspection reflects a broadly similar picture except that standards in design and technology have improved so that pupils now make satisfactory progress and work at the levels expected for their ages in this subject.

4. Fewer than ten pupils are usually involved in end of key stage national tests at Werrington Primary School. Where so few pupils are involved, results can vary widely from one year to the next and great caution needs to be exercised in placing too heavy an emphasis on the interpretation of the results. However, bearing this need for caution in mind, the following observations are made concerning the end of key stage tests carried out since 1996.

5. End of Key Stage 1 national tests show an improvement in writing and mathematics from below average levels in 1996 to close to the national average level in writing and above the national average level in 1998. Reading improved from below average in 1996 to well above average in 1997 and above average in 1998. The trend of improvement continued in the 1999 tests with a higher percentage of pupils attaining the nationally expected levels in reading and writing compared with 1998 results, and, as in 1998, all of the pupils attaining at least the nationally expected level in mathematics. Teachers' assessments in science for pupils in Year 2 for 1998 and 1999 reflect broadly average attainment.

6. End of Key Stage 2 national test results have varied since 1996 and are difficult to interpret due to the low numbers of pupils involved; for example only six pupils were involved in these tests in 1998 and 1999. However within this variation, results have generally been sustained close to or sometimes just above the nationally expected levels in English, mathematics and science. Results in English dipped below average in 1997 but improved again in 1998. Science results also dipped below average in 1998 but were much improved in 1999 when all pupils attained Level 4 or better and three out of the six pupils involved gained level 5.

7. Most children when they join the reception class have had some pre-school education, and their

attainment on entry is broadly average. In the areas of personal and social development, language and literacy, mathematics and knowledge and understanding of the world, pupils make satisfactory progress and by the time they are five, are on course to attain standards that meet those expected nationally. There was insufficient evidence to make judgements on the pupils' progress and attainment in their physical and creative development.

8. In general, by the end of both key stages, pupils' speaking and listening skills are satisfactory. Most pupils listen attentively to their teachers and each other, and express their ideas and feelings succinctly. However, there are times when the more vociferous pupils, especially at Key Stage 2, tend to dominate classroom discussions. By the end of both key stages, pupils' reading skills meet national expectations. Pupils in Year 2 show clear understanding of simple text, talk about characters in the stories they have read and discuss other stories they have heard. By the end of Key Stage 2 pupils read for their own interest and pleasure and give considered reasons why they choose a book to read, often making reference to their favourite authors. Overall, pupils' writing skills are average by the end of both key stages. Year 2 pupils create suitable ideas and phrases to end a story, write letters to pen pals to the correct format, and complete simple but interesting acrostic poems. At Key Stage 2, pupils plan their stories carefully, write imaginatively and create ways of making their stories more interesting. They correctly identify parts of speech and know how to use conjunctions and connective phrases. Overall, standards of spelling and grammar are satisfactory. Throughout the school most pupils present final copies of their work neatly. Most pupils, throughout both key stages, make satisfactory progress in their knowledge and use of English. During literacy hours steady progress is made in reading and writing through the reinforcement and consolidation of previous learning.

9. Pupils attain average standards in mathematics by the end of each key stage. They attain appropriate standards in numeracy and apply their skills suitably in other curriculum areas. At Key Stage 1, pupils competently discuss the work with each other. Most pupils recall number bonds to at least ten and understand place value in digits up to 100. They are familiar with using block graphs to represent information. Older Key Stage 2 pupils generally present results of their work in a clear and organised way in their exercise books. They show an appropriate facility to recall multiplication tables up to ten and successfully use place value knowledge to multiply by ten or 100. Pupils are familiar with a range of techniques to record data. At both key stages pupils generally make sound progress through practising and consolidating their mathematical skills.

10. By the end of each key stage pupils attain standards in science that match the national expectation. Year 1 and 2 pupils record their observations appropriately. They gain appropriate knowledge, for example about the parts of the human body, the differences between man-made and natural materials, and they know from their investigations that electricity travels through metal. Older Key Stage 2 pupils recognise the need for fair testing, and the need to check results by repeating their tests. They acquire suitable knowledge within each of the attainment targets. For example, they study animal skeletons, gain appropriate knowledge about solids, liquids and gases and understand that force causes movement and that frictional forces can slow the movement of objects. Through the range of opportunities provided across the year, pupils make sound progress with acquiring scientific skills, knowledge and understanding.

11. By ages seven and 11 pupils attain average standards in information technology. Year 2 pupils are familiar with using computers to support their work in many areas of the curriculum; for example in a mathematics lesson, programming a floor robot to draw a square and making confident use of a music program confidently to compose short tunes. Older Key Stage 2 pupils use the Internet facilities for research, they draft and complete English work on the computer, use programs to support work in mathematics and computer based encyclopædias to research for information in science. Pupils are well used to entering data and designing graphs on the computer. Generally pupils make sound progress in their skills, knowledge and understanding of information technology and effectively support their work in other subject areas through using the facilities.

12. In religious education, pupils are making satisfactory progress and are on course to achieve standard, by the end of both key stages, in line with the recommendations of the locally Agreed Syllabus. Pupils gain appropriate knowledge and understanding, for example, Key Stage 1 pupils write their own prayers while older Key Stage 2 pupils learn about the reasons for customs within the Jewish faith.

13. No whole class music lessons were seen at Key Stage 2 during the inspection and therefore no overall

judgements concerning attainment or progress are made in this subject for pupils in this age group. However, overall, in all other foundation subjects, most pupils throughout the school make satisfactory progress and work at appropriate levels for their ages. Art is often successfully built into the current theme through good cross-curricular links. In design and technology, Key Stage 1 pupils generate ideas and work appropriately with a range of materials, modifying their designs as they work. Older Key Stage 2 pupils design and make a wide range of items and show an awareness of the constraints of the materials available for building their designs. In history and geography, pupils at Key Stage 1 develop a sense of chronology while pupils at Key Stage 2 gain appropriate knowledge through, for example, studying the many different aspects of life in Ancient Greece. Pupils undertake an appropriate range of work to develop their geographical skills and vocabulary, and, through enquiry, establish how different geographical factors affect the lives of people throughout the world. In the one music lesson seen at Key Stage 1, pupils attained appropriate standards in their skills of listening to and appraising a piece of music. No music work was observed with Key Stage 2 pupils except for a guitar group who successfully learned to play chords and some simple lines of notation. In physical education Key Stage 1 pupils work with appropriate co-ordination for their ages; for example passing a ball with reasonable accuracy and control. Older Key Stage 2 pupils show the ability to work as part of a team and show the ability to send and receive a ball accurately while practising the skills of basketball. Most pupils develop appropriate swimming skills by the time they leave the school.

14. Pupils with special educational needs make good progress in relation to their prior attainment due to the careful guidance that they are given by support staff and teachers and the fact that work is carefully planned to match their needs and interests. This represents an improvement since the time of the last inspection.

#### • **Attitudes, behaviour and personal development**

15. The majority of children under five are progressing satisfactorily in their personal and social development. They settle into the class of Key Stage 1 pupils quickly and confidently and most are clearly familiar with the well-established daily routines of the class. The children listen attentively and have positive attitudes to their work. They are successfully learning to share and take turns. They are beginning to collaborate with one another sensibly.

16. Throughout the rest of the school pupils' attitudes to learning are good and this positive situation has been maintained since the last inspection. Pupils co-operate in groups when necessary, and work well together with the different age clusters in each class. The wide age range throughout the two classes encourages friendships and mutual support, which cross the usual age barriers. Pupils respect each other's needs and the older pupils support their younger peers effectively. This creates a happy, family atmosphere throughout the school that is valued by parents.

17. Throughout the school, behaviour is good and there are no incidents of pupils being excluded. The school's behaviour policy is based on a positive approach and is understood by pupils. A simple system of rewards and sanctions operates for all pupils and reinforces commitment to this policy. Pupils are courteous, polite and well mannered and treat adults and one another with mutual respect. During the inspection no instances of inappropriate behaviour were observed and pupils showed care and respect for the school environment.

18. Relationships throughout the school are good. Pupils are friendly and sociable and enjoy mature, constructive relationships with staff based on mutual respect.

19. Pupils' personal development is good. Since the last inspection opportunities to take responsibility for various tasks have been increased and are available to all age groups. These responsibilities range from setting up computers to allocating playtime equipment and are keenly sought after. All these duties are undertaken responsibly and assist the development of initiative and social skills. These and other less formal activities coupled with the family atmosphere that permeates the school ensure the personal development and social awareness of pupils throughout their school career.

• **Attendance**

20. Attendance is satisfactory and generally in line with the national average, whereas, the level of attendance at the last inspection was reported as very good. There is no unauthorised absence. Most pupils arrive promptly but during the inspection period a few pupils arrived late at the beginning of the morning sessions. Although most sessions start on time pupils have ten to 15 minutes of inactivity whilst the attendance and dinner registers are taken. Registers are up to date and kept in accordance with statutory requirements.

• **QUALITY OF EDUCATION PROVIDED**

• **Teaching**

21. Overall 87 per cent of the teaching seen was satisfactory or better, 42 per cent was good or better and 13 per cent was very good. Thirteen per cent of lessons were unsatisfactory. For the under-fives and the Key Stage 1 pupils most teaching was good and occasionally very good. At Key Stage 2, most teaching was satisfactory. This reflects a similar picture of teaching as that noted during the previous inspection.

22. Teaching for children under five is good. Staff are supportive and reassuring, and work hard with the children to instill good habits. Teachers value all the children's efforts and suitably praise good social habits and behaviour. Literacy skills are well taught, and tasks are carefully planned to meet individual needs. Where pupils work intensively with the classroom assistant they often make good progress.

23. Throughout the rest of the school, teachers show appropriate subject knowledge and generally plan lessons carefully. In the best lessons, work is planned that matches precisely with the varying ages and attainment levels of pupils in the class. This was noted for example in one literacy lesson at Key Stage 1 where the good range of precisely matched tasks enabled the pupils to progress well. In the good lessons, teachers provide very clear and succinct instructions that assist the pupils with rapidly beginning and getting on with the tasks at hand. Teachers generally monitor and guide pupils' work effectively, intervening where appropriate but, at the same time, providing sufficient scope for pupils to develop their skills independently. In most cases, resources are carefully prepared and well laid out to provide ease of access for the pupils. Good use is often made of resources to promote learning. For example, the use of a computer program during a Key Stage 1 music lesson provided a means for the pupils concerned to make rapid progress with their composing and performing skills. Teachers often question pupils skilfully to encourage their understanding. For example, in a science lesson at Key Stage 2, good questioning during a discussion about their investigations helped pupils to expand the concept of ensuring that their tests were fair. Another strong point in teaching was noted in a good Key Stage 1 design and technology lesson where a clear demonstration of the techniques involved encouraged pupils of all levels of attainment to work enthusiastically.

24. Where teaching is less successful, instructions are not provided clearly enough, as was seen in a Key Stage 2 literacy lesson where imprecise instructions left pupils unclear about what they had to do. Occasionally, lesson introductions are too long and explanations not sufficiently succinct, as was seen, for example, in a Key Stage 2 science lesson where pupils' motivation flagged due to the delay in the start to their investigations. Similarly, too long was spent organising groups at the beginning of a Key Stage 2 physical education lesson causing some pupils to become bored and less enthusiastic about the activities. Also, in a few cases, tasks are set that are too low level, as was seen in a Key Stage 1 science lesson where activities were too easy and, as a result, many of the pupils made only limited progress.

25. Generally, the national strategies for literacy and numeracy teaching have been successfully introduced in the school enabling teachers to focus clearly on raising pupils' standards of attainment in these areas of work.

26. At both key stages, classroom assistants are generally well deployed and provide very effective support for individuals or groups of pupils. These members of staff have a strong rapport with the pupils and, when working intensively with groups or individuals, the pupils concerned often make good progress. However, occasionally they are not sufficiently briefed by the teacher. This was the case during a physical education



lesson at Key Stage 2, where the classroom assistant was not sure how to organise the teaching of the required games skills and the pupils therefore made poor progress in the session. Support staff work very effectively with special educational needs pupils. Not only do their teachers carefully support these pupils but they also receive valuable encouragement and guidance from the classroom assistants with whom they work.

#### • **The curriculum and assessment**

27. Overall, the quality of curriculum and assessment in the school is satisfactory and broadly similar to that at the time of the last inspection. Appropriate policies are in place for all subjects. In common with most primary schools, the time allotted to different parts of the curriculum has been reviewed and adjusted appropriately and now takes full account of and provides sufficient time for the teaching of the National Literacy and Numeracy Strategies.

28. The school makes satisfactory provision for children who are under five years of age, forming a good foundation for learning at Key Stage 1. The curriculum is initially planned to the School Curriculum and Assessment Authority's Desirable Outcomes for Children's Learning for children under five years of age and as children progress during the year, it is dovetailed effectively into the Key Stage 1 National Curriculum.

29. Throughout the rest of the school, the curriculum is appropriately balanced and broadly based. In general, it meets the statutory requirements to teach all the subjects of the National Curriculum and religious education. However, the school is unable to provide a full gymnastics programme in physical education, mainly due to the limitations of the accommodation, and there is no programme for providing outdoor adventurous pursuits for pupils at Key Stage 2. The school promotes pupils' social moral, spiritual and cultural development well, provides for sex education but has not as yet developed a policy for drugs and health education. Pupils' intellectual, physical and personal development is promoted effectively and pupils are prepared appropriately for the next stage of education. Aspects of health education are also suitably catered for within the overall curriculum planning. In general, the school has introduced the National Literacy Strategy appropriately, and in most lessons seen during the inspection, the teachers were following the recommended lesson organisation and strategies. The school has also prepared effectively for the introduction of the National Numeracy Strategy. The weekly French lesson for pupils at Key Stage 2 further enhances their education.

30. With the exception of English, mathematics and science where the teachers are following nationally recommended plans, the teachers currently use planning systems developed by the local education authority which ensure appropriate coverage of all subjects concerned. Through the action plan produced after the last inspection, the school has addressed the key issue to promote a progressive and continuous approach to pupils' learning as they move through the school. From the planning systems teachers produce detailed medium-term plans for each half term for each subject. In general, careful thought is given to the provision of an appropriate curriculum for pupils in mixed-age classes.

31. The school provides equality of access for pupils to learn and make progress. The curriculum makes good provision for promoting pupils' understanding and appreciation of their cultural heritage, with pupils taking part in a number of village and local events. The school makes very good provision for pupils with special educational needs and meets fully the curricular requirements of all pupils on the school's special educational needs register and this reflects a specific improvement since the last inspection. All parties concerned are kept fully informed and the school makes very good use of the good level of support staffing to assist the pupils concerned. Also, to address a key issue from the last inspection the school has developed an appropriate policy relating to the needs of those pupils identified as being more able.

32. Pupils have the opportunity to take part in a good and appropriate range of extra-curricular activities that support their work and interests. Homework is used satisfactorily to promote and extend class work. However, there is no written policy to guide teachers and inform parents. The curriculum is enhanced effectively by a range of visits to local places of interest to support topic work and by a number of visitors with specialist knowledge who are invited to the school to talk to and work with the pupils. Liaison with the secondary school to which most of the pupils move at the end of Key Stage 2 is good. There are, especially, very effective curriculum links.

33. The school's assessment policy and procedures are good and have improved since the last inspection. Teachers know their pupils well and informal day-to-day procedures are effective. The local education authority's appropriate baseline testing for the children under five is undertaken soon after the children enter school. In addition, the school undertakes the statutory end of key stage national standardised assessment tests, optional mid-key stage English and mathematics tests and a range of standardised reading tests. In order to assess progress in pupils' writing, teachers set monthly unaided writing tasks that are assessed appropriately against National Curriculum criteria. Generally, teachers use assessment information well on a day-to-day basis to plan appropriate work for children's needs. However, in a minority of lessons this was not the case with the result that inappropriate, unchallenging work was set for pupils. The teachers are currently developing a system to track individual pupils' progress as they move through the school. Useful individual portfolios have been introduced in which samples of work that pupils have selected are collected. Although the school does not have a marking policy, teachers mark pupils, work regularly and, in the best cases, with constructive comments.

#### **Pupils' spiritual, moral, social and cultural development**

34. The school makes good provision for the pupils' spiritual, moral, social and cultural development. This continues to be a successful feature of the school as at the last inspection. Collective worship meets statutory requirements and a clear policy lays out the school's aims and approaches for this aspect of the pupils' education.

35. The provision for the pupils' spiritual development is effectively fostered through the curriculum and daily acts of worship when quiet moments for reflection and prayer are offered. Most pupils are acquiring sensitive attitudes to each other and respect for the world around them. Key Stage 2 pupils, in their studies about the eclipse of the sun, produced very expressive and thoughtful writing based on their observations. They are encouraged to share in each other's successes. In religious education lessons a high priority is given to respecting the beliefs and feelings of others, by deepening pupils' awareness and understanding of major world religions so that they begin to acquire sensitive attitudes to each other and respect for the world around them.

36. Moral issues are regularly addressed, and it is clear that pupils distinguish right from wrong. Staff frequently draw pupils' attention to the difference between acceptable and unacceptable behaviour. Moral issues are often explored during collective worship and also circle time, during which, for instance, Key Stage 2 pupils were encouraged to focus on the importance of helping other people.

37. Social development is fostered successfully and a family atmosphere exists throughout the school where older pupils naturally care for younger ones. Pupils are given responsibilities in class and around the school and most take these seriously. A very democratic process of allocating weekly tasks operates for pupils at Key Stage 2, which effectively promotes a spirit of citizenship. Pupils are made aware of others less fortunate than themselves through supporting national charitable events, as well as raising funds for chosen charities. Older pupils have the opportunity to take part in activities with pupils from other schools, such as sporting and other competitions.

38. The school provides well for the pupils' cultural development and this is an improvement since the last inspection. Pupils learn about their own culture through English, history, geography, art and music lessons. Photographs and work on display show that Key Stage 1 pupils had become very involved in the legend of King Arthur. Also, through visits they make in connection with their topics, such as to a local castle, pupils are made increasingly aware of their own culture. Visitors to the school are encouraged, and talk to the pupils, for instance, about World War II experiences. Opportunities are made for pupils to think about and experience life in a wider multi-cultural society during collective worship and religious education and geography lessons. For example, during an assembly, pupils were made aware of the vast differences between their lives and that of a child in Ethiopia. In addition, Key Stage 2 pupils experience a taste of life in France through their weekly French lesson.

## · **Support, guidance and pupils' welfare**

39. Provision for pupils' support, guidance and welfare are good and this broadly reflects the findings of the last inspection. The staff know their pupils well and place a high value on their safety and well-being. There is a comprehensive policy on assessment and record keeping and portfolios are kept for each pupil containing annual report copies, work samples and individual assessments. Some recording on the personal development of pupils is included in these records. These procedures ensure progress is monitored thoroughly. In addition, staff monitor and promote personal development informally. The school behaviour code is based on a positive approach with simple but effective rewards and sanctions. Although this discipline policy does not include specific anti-bullying details the supervision and the examples set by staff ensure there is no opportunity for inappropriate behaviour. Although no oppressive behaviour was observed during the inspection the discipline policy includes information about how the school deals with persistent bad behaviour or violence.

40. The school attendance policy is explained in the school prospectus and there are informal but effective procedures for following up any unexplained absences. Registers are completed accurately and in accord with statutory requirements with the educational welfare officer being involved should the need arise.

41. The school has a comprehensive health and safety policy with thorough risk assessments being carried out. The headteacher is health and safety manager supported by a health and safety governor and a premises governor. Successful and unannounced fire drills are held regularly. There are three staff with nominated responsibility for first aid and pupils from Year 4 upward have also received the appropriate training. A comprehensive child protection policy is in place with an appropriately trained co-ordinator. All staff understand child protection procedures. The headteacher has usefully attended a drug awareness programme.

42. Good procedures are in place for induction of pupils by links with local playschools and nurseries. Similarly the visits to the school by staff from the receiving secondary school to talk and work with Year 5 and 6 pupils and visits by these pupils to the receiving school ensure a smooth transition to secondary education.

## · **Partnership with parents and the community**

43. As noted in the last inspection report the school continues to enjoy strong links with parents and the community. Overall, the partnership with parents is good. Parents receive suitable written annual reports and regular newsletters keep them informed about school and social activities. There is a prominent notice-board outside the school also containing current newsletters and other information. This ensures parents and carers are kept up to date with news of school activities and social events. There is also one formal consultation meeting a year with the opportunity to meet with the headteacher every month to discuss pupils' progress. However, too little curricular information is provided for parents, and parents say they would welcome more opportunity to understand their children's programmes of work. All parents receive a comprehensive handbook containing appropriate school information. The 'Home-School Agreement' is in use and pupil targets are being set that should enable parents to help their children in specific areas of learning.

44. The school enjoys very good parental support. Parents help with sporting activities and school clubs and are happy to make themselves available for various duties when the need arises. Many parents assist with pupils' learning in the classroom. The Friends of Werrington School raise considerable funds through the combined efforts of parents and members of the community. These funds help purchase resources that enhance pupils' learning.

45. Enrichment through links with the community is a strength of the school. A local resident living in an original Tudor house has made it available for historical project work. A local historian is helping pupils with a project on Greece and has supplied appropriate artefacts. The local police arrange interesting projects involving pupils in exercises ranging from search and rescue to communication methods. The older pupils have all undertaken first aid training and were awarded first place in the Cornwall round and fourth place in the regional round of the St. John's Ambulance competition.

46. The school supports several charities and through the illness of one its pupils became very involved in the 'Cancer and Leukaemia in Children' appeal. Church ministers usefully visit the school to take school assemblies. All of the parental and community involvement broadens pupils' knowledge and personal development.

· **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

· **Leadership and management**

47. Overall, as was reflected by the last inspection report, the school is well led and well managed. The headteacher, staff and governors have worked hard together to ensure that improvements in the school since it was last inspected have generally moved forward at a good pace. In addition, the headteacher has worked hard to ensure that all members of staff work together as an effective team and, in particular he has ensured that, where possible, the school benefits fully from all available facilities and resources. The aims of the school are clear and staff work hard to achieve them. Through their committees, the governors are well informed about and involved in the management of the school. The school development plan reflects clear educational direction, sets appropriate targets for improvements over the next three years and provides suitably detailed action plans for the current year. However, the important initiatives connected with the current implementation of the National Numeracy Strategy have been omitted from the development plan. Staff liaise closely together and also make good use of the local education authority advisor to monitor and evaluate the work of the school. However, systems to enable the school to monitor and evaluate the curriculum and teaching and learning are still unsatisfactory as they are yet to be fully developed. The school satisfies all statutory requirements and there is a suitable awareness of equality of opportunity amongst the staff. The school special educational needs provision is particularly well managed and ensures that pupils concerned receive a very good level of support. The school has a very positive ethos based on a strong commitment of all staff to ensure that pupils are encouraged to reach their full potential.

· **Staffing, accommodation and learning resources**

48. As noted during the last inspection, the number, qualifications and experience of teachers and other classroom staff match the demands of the curriculum and staff are generally well deployed. Currently the school provides a generous allocation of support staff that significantly enhances the pupils' education and this represents an improvement since the last inspection. Learning support assistants work very well alongside the teachers, providing precise and valuable support for pupils. In particular, they provide very effective support and guidance for special educational needs pupils. Staff have received extensive professional training suitably linked to the needs of the school development plan and full-time teachers are appropriately trained to enable them to teach the literacy and numeracy strategies. Teacher appraisal is appropriately maintained in line with requirements. All staff have suitable job descriptions. A clear staff handbook provides routine organisational details and this is further supported by the close liaison between all staff. The school benefits from the wide range of volunteer helpers who make a valuable contribution to the pupils' learning both in the classroom and in supporting the school's extra-curricular activities programme.

49. Accommodation is satisfactory overall and there has been an improvement since the last inspection with the provision of a new classroom and a multipurpose room. The two classrooms permit effective delivery of most of the curriculum. However, there is no hall and physical education lessons sometimes have to be held in a classroom. This space is insufficient for such lessons and inevitably causes disruption and loss of useful time through rearranging furniture. Similarly the school does not have an easily available playing field although there is a reasonably sized grass area in the playground. These factors limit the school's ability to provide a full physical education programme.

50. The provision for independent study and small group learning has also improved since the last inspection with the addition of the multipurpose room. The newer infant classroom has the benefit of adjacent toilet facilities that assist the personal hygiene development of the younger pupils. Throughout the whole school there are colourful displays and examples of pupils' work that add to the welcoming atmosphere.

51. The school benefits from hard and grassed play areas and a well equipped activity section. However, there is no secure play area for the under-fives and the school has identified this as an issue to be addressed. The school environment is very well maintained, which encourages pupils to respect and take care of their surroundings.

52. Overall, as at the time of the last inspection, the school has a satisfactory level of resources. These resources are mainly of good quality, easily accessible and well used. Generally, the resources are stored tidily. The school has an appropriate library area housed in the Key Stage 2 classroom with a suitable range of books. An adequate range of computer hardware and software is available for both classrooms and the equipment is well used. As the school has no hall, there are no climbing ropes or wall-bars to support indoor gymnastics work. The school has an appropriate range of resources for supporting pupils with special educational needs. Satisfactory use is made of resource loan services as and when required. No suitable equipment is available to enhance the development of gross motor skills for children under five.

#### **The efficiency of the school**

53. The overall efficiency of the school is satisfactory as at the time of the last inspection. Due to changes in the number of pupils on roll the school acquired an unusually high surplus of funds for the financial year 1998 to 1999. However, the staff and governors have carefully considered the use of these funds in the best possible way in which to benefit the school and, as a result, the projected surplus for 1999 to 2000 has been reduced to a suitable level. In common with most other small schools, this school has a high expenditure level per pupil. The school has effective financial control systems in place and manages day to financial matters effectively. The minor areas raised for attention in the audit report of December 1996 have all been dealt with satisfactorily. The school development plan carefully details the expected costs associated with initiatives within the actions for the current year. However, no cost implications are raised within the plan in connection with developments beyond the current year and this limits the potential for governors to gain an overview on the possible use of funds in the coming years. Appropriate budget figures are published within the Governors' Annual Report to Parents.

54. Special educational needs funding is very carefully allocated to ensure the best possible support for the pupils involved. Overall, the school maximises the use of its budget to the fullest possible extent and also benefits from the very active fund-raising of the Friends of the School Association.

55. Considering the good standard of teaching for the under-fives and Key Stage 1 pupils, the mainly satisfactory teaching at Key Stage 2, the overall average standards of work attained by the pupils and efficient use made of all resources, the school provides satisfactory value for money.

## **PART B: CURRICULUM AREAS AND SUBJECTS**

### **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

56. The school admits children into the reception class in September after they are four years old. However, most children attend in the mornings only until the term in which they are five years old when they then attend full-time. At the time of the inspection one child was attending full-time and three part-time. Most children when they join the reception class have had some pre-school education, and their attainment on entry is broadly average. In the areas of personal and social development, language and literacy, mathematics and knowledge and understanding of the world, pupils make satisfactory progress and by the time they are five, are on course to attain standards that meet those expected nationally. There was insufficient evidence to make judgements on the pupils' progress and attainment in their physical and creative development.

57. In the limited number of lessons observed, the teaching was good. The class teacher and ancillary assistant have a clear knowledge of the needs of these young children. They encourage children to think for themselves through skilful questioning, they value the children's answers and comments, using praise to good effect. The curriculum is planned in line with the School Curriculum and Assessment Authority's Desirable Outcomes for Children's Learning and dovetails appropriately into the National Curriculum subjects at Key Stage 1. It is broad and mainly balanced. However, those children attending part-time normally do so in the mornings when the Key Stage 1 pupils are receiving literacy and numeracy lessons. As a result, the provision for the other areas of learning, although satisfactory, is not so effective. The procedures for assessment are good and, for the most part, assessment is used effectively to inform the planning.

58. The quantity, quality and range of resources are satisfactory although there are no large wheeled vehicles to develop physical control, mobility and awareness of space in the outside environment. In addition, there is no secure area designated for outside activities. Parents give valuable support to their children's learning, especially reading, both in and out of the classroom. The school enjoys very effective links with the local playgroup.

59. Overall, children make an appropriate start in the early years, particularly in the development of good working habits and attitudes, and acquiring the basic skills of literacy and numeracy. There have been no significant changes since the last inspection.

#### **Personal and social development**

60. The majority of children are progressing satisfactorily in their personal and social development. The school operates a successful induction programme for these children, so they settle into the class of Key Stage 1 pupils quickly and confidently and most are clearly familiar with the well-established daily routines of the class. The children listen attentively, have positive attitudes to their work and were often observed working sensibly even when not directly supervised. They are learning to share and take turns with success. They are beginning to collaborate sensibly, for example one child was observed helping another to put on his painting overall. Teaching in this area of learning is good. Staff are supportive and reassuring and work hard with the children to instill good habits. They value all the children's efforts and praise good social habits and behaviour.

#### **Language and literacy**

61. In language and literacy, overall, the children are making appropriate progress and attainment by age five is likely to be in line with the national expectation. Children listen to stories on tape and look at the associated books, turning the pages and showing that they understand how a book should be read. Most make a good attempt at writing their own names. Nearly all the children listen attentively to adults and each other and are beginning to understand the convention of taking turns. Most children speak clearly using full sentences and correct vocabulary. The teaching of language and literacy is good overall. Literacy skills are well taught,

and tasks are carefully planned to meet individual needs.

## **Mathematics**

62. In the mathematical area of learning children are making sound progress and their attainment generally meets national expectations. They confidently count and match everyday objects; for instance, some were counting cubes to ten accurately. They are beginning to use mathematical language appropriately such as, 'more than' and 'is the most', when weighing and when estimating the number of cups of water needed to fill a large container. They are familiar with simple shapes such as triangles, circles, rectangles and squares. In the lesson observed, the teaching was good. The children made good progress during this lesson through working intensively with the ancillary assistant.

## **Knowledge and understanding of the world**

63. Children are making satisfactory progress in their knowledge and understanding of the world and are on course to achieve standards expected for five-year-olds nationally. Most know where they live. They become familiar with the passing of time by drawing pictures of themselves as babies, as toddlers and at the time of going to school. Through feeling various objects they have collected from outside they develop a scientific understanding of the sense of touch. They make models of differing complexity from various plastic interlocking materials. No direct teaching of this area of learning was observed during the inspection, but it is clear from the planning that the children are given a suitable range of experiences to develop their knowledge and understanding of the world.

## **Physical and creative development**

64. Although there was insufficient evidence to make judgements on children's progress and attainment in their creative and physical development, planning shows that appropriate activities are organised for children in these areas.

## **· ENGLISH, MATHEMATICS AND SCIENCE**

### **· English**

65. In 1996, the results of the national tests at the end of Key Stage 1, in reading and writing were below those nationally. In both subjects in 1997 these results improved, such that, in reading, the results were above national averages and in writing similar to them. In 1998, the results in reading took a slight dip and although in line with those nationally they were below those in schools where pupils have similar backgrounds. In writing, the results although broadly in line with national averages were well below those in schools where pupils have similar backgrounds. In English, in 1996, the end of Key Stage 2 test results were well above those nationally, but in 1997 they were well below. However, in 1998, these results were well above the national average and well above the results in schools where pupils have similar backgrounds. As the number of pupils in the cohorts who took these tests was relatively small comparisons of these results are unlikely to be reliable for the purposes of analysis.

66. The results in 1999 show that in reading 78 per cent of pupils, by the end of Key Stage 1 achieved the expected levels with 22 per cent attaining standards beyond this. In writing, 89 per cent attained the levels expected nationally with 11 per cent surpassing this level. In English by the end of Key Stage 2, 67 per cent of pupils achieved levels expected of 11-year-olds nationally.

67. From the English lessons observed and the scrutiny of work, pupils by the end of both key stages are making satisfactory progress, so the majority are likely to attain standards expected of seven and 11 year olds nationally. This is broadly in line with the judgements made at the last inspection.

68. In general, by the end of both key stages, pupils speaking and listening skills are satisfactory. Most pupils listen attentively to their teachers and each other, and express their ideas and feelings succinctly. They also have opportunities to practise speaking to wider audiences, through class discussions and whole-school presentations, such as assemblies and school concerts. However, there are times when the more vociferous pupils, especially at Key Stage 2, tend to dominate classroom discussions.

69. By the end of both key stages, pupils' reading skills meet national expectations. Most pupils read from texts matched appropriately to their attainment levels, accurately and with understanding. Pupils in Year 2 recognise an appropriate range of words by sight. When faced with a word they do not know, they use a range of strategies well to help them decipher it, such as, blending letter sounds and clues from pictures and other text. Most pupils show clear understanding of simple text, talk about characters in the stories they have read and discuss other stories they have heard. On the whole, these skills are built on effectively throughout Key Stage 2 and by the end of the key stage 11-year-olds read for their own interest and pleasure. Higher attaining pupils read fluently with good expression. Most pupils give an accurate précis of the story so far and enthusiastically describe plots of stories they have read before. They give considered reasons why they choose a book to read, often making reference to their favourite authors.

70. Pupils' writing skills by the end of both key stages are average, overall. From the work scrutiny and on work seen on display it is evident that pupils write for an appropriate range of purposes and audiences. Pupils in Year 1 were sequencing sentences correctly from a story they had heard while higher attaining pupils in Year 2 were successfully selecting other words to replace a repeating word in the same story. In another lesson, these pupils were thinking of suitable ideas and phrases to end a story. Earlier work showed that these pupils had written letters to pen pals to the correct format, and simple but interesting acrostic poems about tigers and lions. At Key Stage 2, pupils were picking out exciting parts of a text as part of their play writing and creating ways of making these even more interesting. When writing their plays some of the pupils had used their imaginations well and had written to the correct format. Work in books shows that pupils plan their stories carefully before writing them and make precise observations in their studies of characters in stories they read. Pupils also use their writing in support of other subjects. For instance, in connection with their historical studies of the Ancient Greeks, Key Stage 2 pupils were researching words that had Greek roots. Overall, standards of spelling and grammar are satisfactory. At both key stages pupils use dictionaries effectively to help with their spellings. Most pupils at Key Stage 2 correctly identify parts of speech such as nouns and adjectives, verbs and adverbs, and know how to use conjunctions and connective phrases in sentences. Throughout the school most pupils present final copies of their work neatly.

71. Throughout both key stages most pupils make satisfactory progress in their knowledge and use of English. During literacy hours pupils make steady progress in reading and writing through the reinforcement and consolidation of previous learning. Overall, pupils with special educational needs make good progress in relation to their prior attainment through the valuable extra support they receive and the well-planned Individual educational plans. Pupils, throughout both key stages, generally enjoy their work and are eager to learn. Most pupils enjoy reading, and read for pleasure at home. Almost at all times pupils respond enthusiastically to their teachers, contribute constructively to lessons and answer questions appropriately.

72. Overall, the quality of teaching is good at Key Stage 1 and satisfactory overall at Key Stage 2. The best teaching was seen in lessons where the teacher had planned and organised the lessons clearly linked to the National Literacy Strategy guidelines and in detail to meet the varying ages and attainment levels of pupils in the class. In the introductions to these lessons the teacher used skilful questioning techniques to expand pupils' thinking and learning. Also, clear instructions and explanations were given for follow-up work. During one unsatisfactory lesson at Key Stage 2, the planning was not in line with the National Literacy Strategy so that group work had not been planned for the different ages and attainment levels of pupils in the class. Also, in these lessons, imprecise instructions and explanations frequently left pupils unclear about what they had to do. The school makes good use of the additional funding received to support extra teaching for some of the younger lower attaining pupils in their literacy lessons. Most pupils are heard to read regularly by their teachers,



ancillary assistants or volunteer helpers and their parents at home.

73. The school has a clear and detailed policy statement for English although the school recognises the need to update this to be in line with the National Literacy Strategy. All teachers have undertaken appropriate training to enable the National Literacy Strategy to be implemented successfully. The literacy governor, one of the teachers and an advisor from the local education authority have undertaken some monitoring of the effects of the National Literacy Strategy on teaching and pupils' attainment. Funding for English resources to support the strategy has been a priority over the last two years and the school now has adequate resources for teaching the subject. The classrooms and library have a satisfactory range of books. In addition, the cluster group of small schools has sensibly built up a pool of resources to share. Supplementary books are supplied by the local education authority's library service.

## • **Mathematics**

74. As with the last inspection, by the end of each key stage pupils have made satisfactory progress and attain standards that match the national expectations. End of key stage national tests since 1996 also reflect this attainment with most pupils attaining average levels. In 1998 and 1999 all of the pupils in Year 2 attained at least Level 2 and a few attained higher than this.

75. Younger Key Stage 1 pupils use objects and pictures when discussing their work and showed this when recognising and drawing around two-dimensional shapes and making these shapes form pictures. By the end of the key stage they predict how many tubs of water will be needed to fill a container, discuss the work with each other and then check their predictions while carrying out the activity. Key Stage 1 pupils show appropriate facility with using numbers and, by Year 2, most recall number bonds to at least ten and understand place value in digits up to 100. This was seen in the work with capacity where some Year 2 pupils, with guidance, were able to work out the difference between 1000 and 1200. Pupils are familiar with using block graphs to represent information.

76. Year 3 pupils successfully double and halve numbers up to 20, and in doing so begin to articulate their mathematical thinking. Older Key Stage 2 pupils generally present results of their work in a clear and organised way in their exercise books. Most explain the ideas in their work confidently as was seen during an activity to construct paper cubes where pupils accurately described the logic behind the colour pattern/design that they employed. Most of these pupils show an appropriate facility with number work. They recall their multiplication tables up to ten and successfully use their place value knowledge to multiply by ten or 100. Pupils are familiar with techniques to record data in frequency charts as in a survey they carried out to see the number of vowels in a piece of text and they successfully interpret data presented to them in various ways. Pupils at both key stages use their numeracy skills appropriately in other curriculum areas.

77. In both classes, pupils generally make sound progress through practising and consolidating their mathematical skills. They generally work through tasks at a satisfactory pace.

78. Pupils mostly behave well in mathematics lessons. They listen carefully and carry out instructions as required. Most sustain their full concentration throughout the activities provided and work hard. They collaborate effectively as was particularly noted in the Year 2 work on capacity where a small group worked as an effective team to complete the activity.

79. Teaching is good at Key Stage 1 and satisfactory at Key Stage 2. Lessons are carefully planned and usually incorporate a suitable range of activities to cater for the needs of all pupils. Resources and activities are mostly well prepared to enable pupils to get on with activities without delay. The good teaching at Key Stage 1 is characterised by very clear and succinct instructions and the ability of the teacher to accurately monitor and guide a wide range of tasks around the room. However, on one occasion the lack of a ready made recording sheet delayed pupils' progress with a weighing activity. At Key Stage 2 clear instructions are also provided for activities but occasionally the pace and rigour of work for the Year 5 and 6 pupils are not sufficiently demanding. At both key stages, classroom assistants are well deployed and provide very effective support for individuals or groups of pupils.

80. Teachers' planning is now appropriately guided by the National Numeracy Framework as well as the local education authority's planning pack. A suitable policy is in place for this subject and the school has an adequate range of resources that are easily accessible and well used.

## • **Science**

81. From the evidence of this inspection, by the end of each key stage, pupils have made sound progress and attain standards that match the national expectation. This matches the findings of the previous inspection at Key Stage 2 but is not as good for Key Stage 1 where, at the time of the last inspection, standards at Key Stage 1 were judged to be above average. However, such variations in standards are inevitable in a school

where the size of the cohorts is usually below ten pupils. Teachers' assessments for pupils in Year 2 for 1998 and 1999 reflect broadly average attainment, and in national tests at Key Stage 2 since 1996 most Year 6 pupils attained at least the nationally expected levels. Although Key Stage 2 results in 1998 were not as good as in mathematics and English, the 1999 cohort of six pupils did better with all attaining Level 4 or above and with three of them reaching Level 5.

82. Previous investigative work seen, with areas such as floating and sinking and electricity, indicates that Year 1 and 2 pupils respond to suggestions on how to find things out and make simple task related observations. They record their observations appropriately as was seen with an activity to investigate the five senses. Pupils draw detailed diagrams to indicate the parts of the human body and know that different parts of a flower aid the process of plant reproduction. In studying materials they differentiate between man-made and natural materials and list items accordingly. Pupils know through their investigations that sound dynamics and pitch can be altered, for example by hitting a sounding object harder. They know that electricity travels through metal. Key Stage 2 pupils know that aerodynamic shapes help objects move more quickly and discover from their tests that objects move more easily on smooth surfaces. In carrying out this work, older pupils recognise the need for fair testing, and the need to check results by repeating their tests. Younger Key Stage 2 pupils carefully identify the parts of a flowering plant and study aspects of healthy living. Older pupils also learn about balanced diets, the structure of teeth and study animal skeletons. Pupils gain knowledge about solids, liquids and gases and through investigating melting chocolate learn about reversible or irreversible reactions. Pupils throughout the key stage identify push and pull forces and make a simple push meter using elastic bands. Older pupils gain a clear understanding that force causes movement and that frictional forces can slow the movement of objects. Year 5 and 6 pupils know how to construct simple switches within electrical circuits.

83. Through the range of opportunities provided across the year, pupils make sound progress with acquiring scientific skills, knowledge and understanding. Pupils are generally well behaved and attentive during science lessons. They sustain concentration throughout the activities and carry out instructions as requested. Pupils mostly enjoy the tasks they are given and work hard.

84. Based on the lessons seen as well as the work scrutinised that pupils have carried out across the year, the teaching at both key stages is satisfactory overall. Lessons are suitably introduced with ideas from previous work carefully recapped. Teachers provide appropriate resources to assist pupils' investigations and carefully monitor and guide the work in progress. In the lesson seen at Key Stage 1 the activities provided were too low level and did not provide sufficient challenge for many of the pupils. The Key Stage 2 lesson seen incorporated good questioning of pupils to pursue their understanding of scientific concepts. However, the lesson introduction was too long and the instructions for activities were not sufficiently succinct. As a result, some pupils became bored and restless while waiting to begin their tasks. Teachers plan their lessons carefully using the support of the local education authority's planning pack along with nationally produced guidelines. There is a suitable policy for the subject and an adequate range of appropriate and well-used resources. Work at Key Stage 2 is also enhanced through the teachers' close liaison with the local secondary school.

### **Information technology**

85. As with the last inspection, during this current inspection pupils at the end of both key stages have made sound progress and attain standards that match the national expectations in this subject.

86. Younger Key Stage 1 pupils use information technology to help communicate ideas through using the word processing facilities to write text and information in a range of different ways and art programs to make pictures and designs. By the end of the key stage they are familiar with using computers to support their work in many areas of the curriculum. For example, in a mathematics lesson Year 2 pupils programmed a floor robot to follow instructions and one pupil made good progress programming the robot to draw a square. Year 2 pupils use a music program confidently to compose short tunes that they subsequently edit and improve. This work accelerated their acquisition of composing skills. Pupils also use computers to present information such as graphs clearly in support of mathematics work.

87. As was seen in topic work assembled in connection with the total eclipse, pupils at Key Stage 2 are knowledgeable about changing font type, size and colour in order to maximise the quality of presentation of

their work. Pupils know how to load, save and retrieve work as needed. Older Key Stage 2 pupils use the Internet facilities for research as with pupils who searched for other schools called Werrington through this facility. Key Stage 2 pupils make good use of the computers to draft and complete English work. They use programs to support work in mathematics and computer based encyclopædias to research for information in science. Pupils are well used to designing graphs on the computer and enter data based on surveys they have carried out. Generally pupils make sound progress in their skills, knowledge and understanding of information technology and effectively support their work in other subject areas through using the facilities.

88. Pupils enjoy using the information technology equipment. They concentrate well with the tasks provided and where necessary co-operate and collaborate very well in working on projects or sharing the equipment. Very little direct teaching was seen during this inspection, but the evidence of pupils' work shows that they have generally been well taught, equipping them with the necessary skills to use the facilities available with confidence. While information technology work is carefully planned into and across the curriculum, the school is aware of the need to place more emphasis on the control and modelling aspects of the information technology Programmes of Study particularly at Key Stage 2. The school has a clear and recently devised policy for this subject and teachers' planning is appropriately guided through the use of the nationally produced guidelines. The school has a suitable action plan for the development of information and communication technology throughout the school in the near and more distant future. An adequate range of hardware and software is available to support teaching and learning and all facilities are well used.

### • **Religious education**

89. Two lessons were observed, one at each key stage. Evidence from these, the scrutiny of work and discussions with pupils, indicate that pupils are making satisfactory progress and are on course to attain standards, by the end of both key stages, in line with the recommendations of the locally Agreed Syllabus. This reflects a similar situation to that of the last inspection.

90. At Key Stage 1, through writing their own prayers pupils understood the importance of saying 'thank you' especially at times such as harvest. Key Stage 2 pupils had learnt about the Jewish tradition of using Sukkahs at their Harvest Festival, and were designing and making their own. Most of the older pupils had a clear understanding of the historical reasons for this custom.

91. In the lessons observed the pupils made satisfactory progress. They were responsive and most were confident to answer questions and make comment. The teaching in both lessons was satisfactory. Both lessons were planned appropriately with the forth-coming harvest celebrations in mind. The minister and member of the local Methodist church gave good support to the teachers. In particular, the story they told to the Key Stage 1 pupils made a valuable contribution to the pupils' spiritual, moral and social development.

92. The school has an appropriate policy for religious education. Teachers use the local education authority's Agreed Syllabus to help with their planning. Resources are adequate. The school has a good range of Bibles to cater for the different ages and levels of attainment of the pupils. The cluster group of schools to which the school belongs also shares a box of artefacts to aid the teaching of other major world religions.

### • **OTHER SUBJECTS OR COURSES**

#### **Art**

93. Some artwork was observed as a follow-up activity for a history lesson at Key Stage 2. This evidence, along with that gained from work in books and on display, clearly indicates that pupils throughout the school are making satisfactory progress as they move through the school producing work of a standard expected for their age. These judgements are in line with those of the last inspection.

94. Art is often successfully built into the current theme through good cross-curricular links, as was the case in the lesson observed. During this lesson, the pupils were using a variety of paper, card, paint and other

materials imaginatively to create different sections for a large frieze to show the story of Perseus, in connection with their historical studies of the Ancient Greeks. Work on display showed that Key Stage 1 pupils also use a wide range of materials effectively, to produce a large class picture of important characters in the legend of King Arthur. Also, in support of their science topic, they had used papier-maché effectively to make hot air balloons, which they had painted in bright colours.

95. Overall, at both key stages, pupils make satisfactory progress. In the lessons observed, the pupils enjoyed their artwork and sustained concentration, co-operating well with each other and sensibly sharing the readily available resources. Pupils were often pleased with their work and keen to show it to adults. The teaching was satisfactory. The teacher with the two ancillary assistants gave the pupils a good level of support. However, at times, too much was done for the pupils instead of allowing them the opportunity to experiment for themselves.

96. Although much of the artwork observed stemmed from topics, the teachers plan the work appropriately through the local education authority's planning pack to ensure a broad and balanced coverage of both attainment targets of the National Curriculum. However, as yet there are no guidelines to ensure the progressive acquisition of skills as pupils move through the school. Resources are adequate to meet the needs of the subject, stored well allowing easy access for staff and pupils and used efficiently.

#### • **Design and technology**

97. The last inspection noted that standards in this subject were below average. This situation has been appropriately addressed by the school such that pupils now make satisfactory progress and attain appropriate standards for their ages.

98. Key Stage 1 pupils generate ideas and work appropriately with a range of materials, modifying their designs as they work. For example they use cut out materials to construct puppets and discuss the ways in which they can stitch the materials together. Pupils use the needles carefully and safely while carrying out the stitching task. They work with designs initiated in previously drawn labelled diagrams. Previous work shows that pupils make designs for other items such as a sword and scabbard in connection with their topic work, small toys and T-shirts. The finished models show that pupils have used a range of methods for fixing materials together. Many of the models have been finished with an appreciation for making them look attractive. Younger Key Stage 2 pupils draw and modify appropriate plans for model bridge designs, construct attractive Easter gardens and design sunglasses. Older Key Stage 2 pupils design and make a wide range of items including stringed instruments, moon buggies, posters and models connected with their current religious education topic. All of the items made show appropriate attention to detail and accuracy and an awareness of the constraints of the materials available for building the design. Through the good range of opportunities provided, pupils make satisfactory progress with consolidating their designing and making skills.

99. In the two lessons observed (one at each key stage) pupils worked enthusiastically and concentrated fully. Key Stage 2 pupils showed pride in the eventual Sukkahs that they made during a religious education lesson and Key Stage 1 pupils were well challenged and fully involved in the work provided. Teaching at Key Stage 1 is very good with the teaching providing clear explanations and giving a detailed demonstration of how pupils should tackle the work. A very good rapport exists between the teacher and pupils that encourages the pupils to do their best. Teaching at Key Stage 2 is satisfactory and is particularly successful in developing cross-curricular links between religious education and design and technology. However, resources and the pupil groups were not sufficiently well organised at the start of the lesson seen to enable rapid transfer to the practical work. A suitable policy is in place for this subject and teachers' planning is appropriately guided through the use of the local education authority's planning pack. The school has an adequate range of resources that are readily available and well used.

#### • **Geography and history**

100. Geography and history are taught on a rolling programme of topic themes. During the inspection one history lesson at Key Stage 2 was observed. Evidence from this lesson and the scrutiny of work and displays

indicate that pupils are making satisfactory progress as they move through the school and producing work of a standard expected for their ages. This judgement is similar to that at the last inspection.

102. The youngest pupils at Key Stage 1 develop their sense of chronology by correctly sequencing pictures of themselves growing up - from the time they were babies until they started school. Pupils at Key Stage 2 study the many different aspects of life in Ancient Greece. Through using various sources, such as books, posters and artefacts they find out about the alphabet the Greeks used, the clothes they wore, their religion and their sporting activities.

103. A scrutiny of last year's work of geography topics shows that pupils have undertaken an appropriate range of work, in the development of their geographical skills and vocabulary, and, through enquiry, established how different geographical factors affect the lives of people throughout the world.

104. Overall, in the history lesson observed, the pupils, especially the older ones, made little progress as the work had been covered in a previous lesson. However, most were enthusiastic in their recall of the story of Perseus. The follow-up activity was mainly associated artwork. The teaching was barely satisfactory, mainly because the teacher had to take the lesson at short notice and was not fully prepared.

105. There are appropriate policies for both subjects. Teachers use the local education authority's planning pack to help them with their planning but, as yet, there are no guidelines to ensure a progressive development of skills as pupils move through the school. Resources are adequate for both subjects. They are usefully supplemented by artefacts and books borrowed from the loan service of the local education authority. Also, history is brought alive for pupils through visits, for instance, to Exeter museum where some pupils were 'mummified' as part of their topic on Egypt. Also visitors to the school with first hand experiences, such as a World War II fighter pilot, enhance the pupils' education.

#### • **Music**

106. No clear overall judgement on music standards was made in the last inspection report. Standards were described as being variable. It is not therefore possible to compare the judgements of this inspection with those of the last report.

107. During the period of this inspection one lesson was observed at Key Stage 1 in which the pupils made good progress and attained satisfactory standards. Pupils listen to a musical arrangement and draw pictures/write sentences to show what kind of mood or ideas the music purveys. Working with the teacher they carefully identify the different instruments in use in the music. Pupils use a computer program successfully to compose a simple tune, editing and modifying the tune as it develops. They also gain a rapid insight of notation on a graphical score and a simple idea of using notes of different lengths to enhance their composition. Pupils enjoyed this lesson and were well challenged by the good range of tasks set. The teaching was good and the teacher worked very effectively to focus pupils' attention on the various musical ideas and used the music computer program well to develop pupils composing skills.

108. No music work was observed with Key Stage 2 pupils except for a group learning to play the guitar with the peripatetic music teacher. These pupils benefited from this session – learning to play guitar chords and some simple lines of notation. The teacher concerned provided effective guidance for the pupils. The school has a suitable policy for music and teachers plan work for their classes appropriately guided by the local education authority's pack as well as by the use of a commercially produced scheme of work. There is an adequate range of instruments and resources to support teaching and learning in music.

#### • **Physical education**

109. By the end of each key stage pupils have made satisfactory progress and work at appropriate levels for their ages. This is a broadly similar judgement to that made about physical education in the previous inspection report.

110. Key Stage 1 pupils work with appropriate co-ordination for their ages. They move a large ball around with well-controlled balance and pass the ball between each other, using two hands, with reasonable accuracy and control. These pupils also show appropriate ability to make sequences of movements and mirror each other's movements carefully and sometimes accurately. Through practising with a partner the pupils make satisfactory progress and improve their skills in this area of work. Older Key Stage 2 pupils show the ability to send and receive a ball accurately while practising the skills of basketball. They work out vigorously and make satisfactory progress during this skills practice and many show the ability to work as part of a team. Younger Key Stage 2 pupils show reasonable basic hand-eye co-ordination while learning to hit a tennis ball to a partner.

111. Pupils generally enjoy their physical education work and most carry out their work enthusiastically and co-operate and collaborate well with each other during the various activities. Teaching is satisfactory overall at both key stages. Appropriate activities are given to pupils and the work rate is maintained at a good pace during the activities parts of the lessons. During the Key Stage 1 lesson progress faltered slightly due to the fact that some resources for the lesson were not ready; pupils became restless and began to lose attention at this point in the lesson. At Key Stage 2, too long was spent in discussing and organising groups at the beginning of the lesson. One of two of the sessions observed at Key Stage 2 was poor due to the lack of guidance given to the classroom assistant working alone with half of the class. The poor organisation of the tennis practice activities in this session meant that many pupils were standing around doing very little for sustained periods and, as a result, made very limited progress with developing their skills.

112. The school makes appropriate use of commercial schemes and the local education authority's planning pack to guide teachers' planning. There is a suitable policy for this subject and a generally adequate range of equipment to support indoor and outdoor games work. However, the school has no indoor hall or a full range of equipment such as wall bars and ropes to support aspects of gymnastics work and there are inevitable constraints in terms of offering the pupils a full programme of gymnastics. Also, there are times when teachers rearrange the classrooms to enable indoor physical education to take place. Such preparation naturally involves much time that could be used more valuably in other ways. The school also lacks a playing field but is given the use of a nearby field for team games practices. Suitable provision is made for pupils to participate in a swimming programme and most pupils thereby develop appropriate swimming skills by the time they leave the school. The school currently has no programme for pupils to develop their adventurous outdoor activity skills at Key Stage 2.

## **PART C: INSPECTION DATA**

### **SUMMARY OF INSPECTION EVIDENCE**

113. The inspection team consisted of three inspectors, one of whom was a lay inspector. The team spent a combined total of six inspection days gathering evidence. During the inspection 28 lessons or parts of lessons were seen. Inspectors heard pupils read, examined their mathematical knowledge and understanding, or talked with them about their work. Samples of pupils' work were inspected. The policy documents, previous inspection report and action plan, teachers' planning files, pupils' records, attendance registers and the school development plan and budget figures were examined. Discussions were held with the headteacher, teachers, the Chair of the Governing Body, and other governors and parents. Eight parents attended a meeting with the reporting inspector, and seven returned a questionnaire expressing their views.

### **DATA AND INDICATORS**

- **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on schools register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	40.5	2	9	5

- **Teachers and classes**

- **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	2.2
Number of pupils per qualified teacher:	18

- **Education support staff (YR – Y6)**

Total number of education support staff:	5
Total aggregate hours worked each week:	43.5

Average class size:	20
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• **Financial data**

Financial year:	1998/99
	£
Total Income	119389
Total Expenditure	100448
Expenditure per pupil	2232
Balance brought forward from previous year	7763
Balance carried forward to next year	26704

• **PARENTAL SURVEY**

Number of questionnaires sent out:	27
Number of questionnaires returned:	7

Responses (number of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	1	6	0	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	0	7	0	0	0
The school handles complaints from parents well	0	2	3	1	0
The school gives me a clear understanding of what is taught	0	3	1	3	0
The school keeps me well informed about my child(ren)s progress	0	5	0	2	0
The school enables my child(ren) to achieve a good standard of work	0	4	2	1	0
The school encourages children to get involved in more than just their daily lessons	0	5	1	1	0
I am satisfied with the work that my child(ren) is/are expected to do at home	0	2	2	3	0
The schools values and attitudes have a positive effect on my child(ren)	0	6	1	0	0
The school achieves high standards of good behaviour	0	7	0	0	0
My child(ren) like(s) school	0	4	1	2	0