

## INSPECTION REPORT

### **PADSTOW PRIMARY SCHOOL**

Padstow

LEA area: Cornwall

Unique reference number: 111918

Headteacher: Mr D Leend

Reporting inspector: Mr P Kemble  
7269

Dates of inspection: 21<sup>st</sup> – 25<sup>th</sup> May 2001

Inspection number: 193976

Full inspection carried out under Section 10 of the School Inspections Act 1996

## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Grenville Road  
Padstow  
Cornwall

Postcode: PL28 8EX

Telephone number: 01841 532510

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Appropriate authority: The governing body

Name of chair of governors: Mr M Grigg

Date of previous inspection: 6<sup>th</sup> May 1997

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## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
7269	Mr P Kemble	Registered inspector	Equal opportunities English as an additional language Science Music Physical education Religious education	What sort of school is it? How high are standards? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9780	Mr J Massey	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
17208	Ms G Briggs	Team inspector	Areas of learning for children in the Foundation Stage Mathematics Art and design Geography History	How good are the curricular and other opportunities offered to pupils?
21852	Mrs J Forward	Team inspector	Special educational needs English Information and communication technology Design and technology	

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Padstow Primary School serves the coastal town of Padstow in Cornwall. Data produced by North Cornwall District Council indicates that the school is in an area of social disadvantage, particularly in respect of unemployment and housing. The school is about average in size compared with all primary schools nationally. It has 213 pupils on roll, aged between four and eleven years. There are more girls than boys in all classes, except Year 6. Pupils are virtually all from white ethnic backgrounds. Thirty-three pupils (15.7%) are on the register of pupils with special educational needs, a figure which is below the national average. Of these, four pupils (1.9%) have statements of special educational needs, which is in line with the national average. The proportion of pupils entitled to free school meals (10.5%) is below the national average. Attainment on entry to the school is below average overall. In March 2001, the school received a School's Award in recognition of the improvement made by pupils at the end of Key Stage 2 in the results of national tests.

### **HOW GOOD THE SCHOOL IS**

This is a good school with a significant number of strengths, many of which are very good; it gives good value for money. Pupils make at least satisfactory progress as they go through the school. Standards are below average in reading, writing and mathematics by the end of Key Stage 1 but, by the end of Key Stage 2, standards are above average in mathematics and several other curriculum areas. Provision for pupils with special educational needs is good and pupils make very good progress. Standards of behaviour, relationships and pupils' attitudes to school are very good. The quality of teaching and learning is good, with a high proportion of lessons taught very well or better. Since the last inspection, improvements have been made to many areas of the school's work. The headteacher provides good leadership and receives good support from all staff in improving standards. Teamwork is very strong. However, the headteacher does not use his staff effectively enough to help him in monitoring and evaluating the work of the school. Finances are used very effectively to support the priorities in the school development plan.

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

- Standards in mathematics, art and design, history, physical education, music and religious education are higher than the national expectations at the end of Key Stage 2; standards in information and communication technology are very good.
- Pupils in the Foundation Stage make very good progress; pupils with special educational needs make good progress.
- Teaching is of good quality overall and a high proportion is better than this; the quality of teamwork amongst all staff is very good.
- The quality and range of the curriculum and the provision for extending pupils' experiences through visits, visitors and activities outside lessons are good.
- Pupils' attitudes, behaviour and relationships are very good.
- Provision for pupils' moral and social development is very good.
- The headteacher provides effective leadership; financial planning and the use of specific grants and funds are very good.

### What could be improved

- Co-ordinators are not sufficiently involved in identifying strengths and areas for improvement in their subjects.
- The specific standards that initiatives in the school development plan are intended to raise are not stated clearly enough.
- The deputy headteacher requires more opportunities to be able to fulfil her responsibilities.
- Pupils at the end of Key Stage 1 are not given the opportunity to become familiar with the format and style of national tests before they take them.

*The areas for improvement will form the basis of the governors' action plan.*

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in May 1997. Since then, it has made a satisfactory improvement. Standards have risen in line with the national trend at the end of Key Stage 2. However, standards at the end of Key Stage 1, as shown by the results of national tests, have remained well below average. The quality of teaching has improved significantly with a higher proportion of teaching that is very good or better and no unsatisfactory lessons. National and local initiatives have been implemented well into curriculum planning. Procedures for assessing pupils' attainment and progress are improving, although better use could be made of the information to identify areas for improvement. The school is well placed to sustain further improvement.

Key issues from the last report have been addressed well. Schemes of work are in place for English, design and technology and physical education. There has been considerable investment in reading materials, especially for higher attaining pupils. Pupils have many opportunities in assemblies and in class lessons to reflect on their own experiences and express their own beliefs and values. Outside play facilities for children in the Foundation Stage are now very good and there are plans to improve these facilities further.

## STANDARDS

The table shows the standards achieved by eleven-year-olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	C	D	C	C
mathematics	C	D	B	B
science	B	C	C	C

<b>Key</b>	
well above average	A
above average	B
average	C
below average	D
well below average	E

The table shows that, in the national tests in 2000 at the end of Key Stage 2, pupils' standards in mathematics were above the national average and the average for similar schools, and were average in English and science. Overall, trends match those experienced nationally, but there was a particularly good improvement in mathematics standards compared with the 1999 result. The 2000 results for pupils at the end of Key Stage 1 were below average in reading, well below average in

mathematics and very low, in the bottom five per cent nationally, in writing. When compared with similar schools, reading was well below average and writing and mathematics very low. These markedly low results occur because pupils are not made aware of the style and format of the national tests beforehand.

Inspection findings are that, by the time children enter Key Stage 1, standards are above those expected nationally in knowledge and understanding of the world and creative development. Standards are in line with those expected in communication, language and literacy, mathematics and physical development. By the age of seven, standards are better than those shown by national test results. Standards in reading are close to the national average and writing and mathematics are below average. Standards exceed national expectations in art and design, history, information and communication technology, music and religious education. Standards in science are below average. By the age of eleven, standards match those expected nationally in English, science, design and technology and geography. They are above these levels in mathematics, art and design, history, physical education, music and the expectations of the locally agreed syllabus in religious education. Pupils' standards in information and communication technology are well above expectations.

The targets for English and mathematics at the end of Key Stage 2 in this year's national tests are likely to be met.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are enthusiastic about coming to school and show interest in their work.
Behaviour, in and out of classrooms	Very good. Pupils are polite, courteous and thoughtful and show considerable respect for others.
Personal development and relationships	Very good. Pupils develop into confident, mature and responsible citizens.
Attendance	Good. Pupils arrive on time and registration procedures meet statutory requirements.

Pupils' attitudes and values are a major strength of the school and contribute significantly to the good quality of learning in many lessons and the caring, supportive atmosphere within the school.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	Good	Very good

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

The quality of teaching and learning is good throughout the school. It was at least satisfactory in all lessons (100 per cent). It was good in 35 per cent of lessons, very good in 35 per cent of lessons and excellent in 15 per cent of lessons. The teaching of all subjects is good overall, including the teaching of the skills of literacy and numeracy.

Particular strengths are teachers' very good subject knowledge, the provision of a good range and quality of resources and effective use of teaching assistants to support lower attaining pupils and those with special educational needs. Teachers in Key Stage 2 tend to have higher expectations of

what pupils can achieve than teachers in Key Stage 1, particularly in literacy and numeracy lessons. Teachers at both key stages have very good relationships with their pupils and, as a result, pupils concentrate very well, try to produce their best work and have very good attitudes to their learning.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. A good range of extra-curricular activities, particularly at Key Stage 2, extends pupils' experiences. National strategies for literacy and numeracy have been implemented well.
Provision for pupils with special educational needs	Good. All staff work hard to ensure that pupils receive the support and help they need.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for moral and social development is very good. Promotion of pupils' spiritual development is good. Provision for pupils' cultural development is good in relation to local culture and traditions, but more needs to be done to prepare pupils for life in a multicultural society.
How well the school cares for its pupils	Very good. Procedures for child protection, promoting good behaviour and reducing the amount of bullying are very good. Procedures for monitoring pupils' social and academic development are satisfactory.

The school works well in partnership with parents and many are involved in their children's education. There is a small minority of parents which the school has not managed to reach and involve in school life.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides a clear educational direction to the life and work of the school. He uses resources available to the school extremely well. He does not make best use of his deputy headteacher and staff to help him monitor and evaluate school effectiveness.
How well the governors fulfil their responsibilities	Satisfactory. Governors are very supportive of the work of the headteacher and staff but are not sufficiently involved in planning the strategic direction of the school.
The school's evaluation of its performance	Satisfactory. The school development plan provides a good basis for further improvement. The analysis of assessment data and the evaluation of standards of teaching and learning are not sufficiently rigorous.
The strategic use of resources	Very good. Governors and the headteacher give considerable attention to getting best value for the money they spend. Staffing, accommodation and resources are generally used effectively and efficiently. The deployment of teaching assistants requires further evaluation.

The quality of teamwork is very good and all staff are committed to raising standards. However, most subject co-ordinators are not able to observe their colleagues teach and are not required to critically analyse teachers' planning.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The school has high expectations of their children.</li> <li>• Their children like school.</li> <li>• Behaviour is good.</li> <li>• Children are taught well and make good progress.</li> <li>• The school is well managed and led.</li> <li>• Children are helped to become mature and responsible.</li> <li>• The school is approachable.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of homework.</li> <li>• Better communication with parents including information about their children's progress.</li> <li>• The range of activities outside lessons.</li> </ul>

Inspectors agree with parents' positive comments. The amount of homework is judged to be typical of most other primary schools. The range of activities outside lessons is judged to be good, although inspectors agree that they are mainly for Key Stage 2 pupils. Inspectors consider that the school keeps parents well informed about most aspects of school life, including children's progress.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. On entry into school, children's attainment is below average, as shown by the results of assessments made in the first few weeks in school. Attainment on entry varies from year to year, but children's mathematical skills are often particularly weak. In the Foundation Stage, in the reception class, children make very good progress in their mathematical development. Progress is very good in their personal, social and emotional development, communication, language and literacy, knowledge and understanding of the world and creative development. They make good progress in their physical development. As a result, by the time they enter Key Stage 1, children have achieved standards that are above those expected nationally in their knowledge and understanding of the world and creative development and in line with expectations in the other areas of development.
2. In 2000, the results of national tests and assessments for pupils at the age of seven were below the national average in reading, well below average in mathematics and very low in writing, in the bottom five per cent nationally. By comparison with similar schools, results were well below average in reading and very low in writing and mathematics, in the bottom five per cent nationally. The standards of the current Year 2 pupils are better than the test results suggest. Results have been consistently low over recent years, mainly because pupils are given no opportunities to experience the style and format of tests and, as a result, do not perform at their best.
3. In the 2000 national tests for eleven-year-olds, pupils' standards were above the national average and that of similar schools in mathematics and matched them in English and science. Results in English and mathematics were an improvement on those of 1999. Over time, trends of improvement are similar to those found nationally in most primary schools.
4. Inspection findings are that pupils make good progress in Years 1 and 2 in art and design, history, information and communication technology, music and religious education and, by the time they are seven, attain standards that are above those expected nationally in these subjects. In mathematics, science, design and technology, geography and physical education, pupils make satisfactory progress and, by the age of seven, attain standards that are in line with those expected nationally, with the exception of mathematics and science, where attainment is slightly below average. In English, progress is less than satisfactory and standards are below average by the age of seven.
5. At the age of eleven, pupils' standards are well above those expected in information and communication technology and they make very good progress. In mathematics, art and design, history, physical education, music and religious education, standards are above average and progress made by

pupils in all these subjects is good. Pupils' standards in English, science and design and technology are in line with the nationally expected standards and progress is satisfactory, with the exception of science, where progress has been particularly good in order to attain the present standards.

6. The progress made by special needs pupils at both key stages is generally good. They receive very good support from their class teachers and teaching assistants and move rapidly on in their learning, particularly in improving literacy and numeracy skills. The school has not identified any gifted or talented pupils, but higher attaining pupils receive satisfactory levels of challenge in most lessons. There are occasions when opportunities are missed for them to apply their skills, knowledge and understanding to follow their own lines of enquiry or devise their own experiments and investigations, particularly in mathematics and science lessons. Levels of challenge for the older higher attaining pupils are often more consistent than for younger pupils.
7. Pupils' skills of literacy and numeracy are satisfactory overall. They are no better because, despite good teaching in literacy and numeracy lessons, the skills pupils learn are not sufficiently well promoted in other subjects of the curriculum. Where this does happen, for example in Year 6 in history, pupils make good progress in reading, writing and mathematical skills.
8. The targets for eleven-year-olds in English and mathematics in this year's national tests are appropriate and represent an accurate assessment of pupils' likely achievements.

### **Pupils' attitudes, values and personal development**

9. Overall, pupils have very good attitudes to school and their standards of behaviour are very good. These factors make a significant contribution to the quality of learning throughout the school. Pupils' ability to show initiative and demonstrate personal responsibility is good. Relationships in the school between pupils and teachers and amongst pupils themselves are very good. Pupils have successfully maintained these high standards since the previous inspection.
10. The personal, social and emotional development of children in the Foundation Stage is very good. They quickly develop good relationships with each other and with the adults who work with them. They play well together independently or under supervision. Many sustain concentration for a considerable amount of time, for instance as they listen to their teacher or read a book. Children are polite and sensible.
11. Pupils' attitudes to their work are very good and this helps to promote the very happy, calm, and co-operative atmosphere which is a strong feature of the school. They enjoy coming to school and show enthusiasm in their lessons and in all the other activities the school provides. For example, in a Year 2 science lesson, the atmosphere of curiosity promoted sustained concentration throughout the lesson. In a Year 4 music lesson, the evident

enjoyment shown by pupils as they practised and improved their performance helped them to make good progress. Pupils of all ages enjoy tasks that provide them with a challenge such as dance lessons in reception and Year 6.

12. Pupils' behaviour in the classrooms, around the school, in the playground and on the sports field is very good. For example, in all the physical education lessons seen during the inspection, pupils' very good standards of behaviour made a significant contribution to the quality of learning through their sensible behaviour and awareness of safety. Most pupils show very good self-control. In a Year 2 music lesson, pupils demonstrated good self-control working with untuned percussion instruments. Pupils move around the school in an orderly and courteous fashion and are polite and friendly to staff and visitors. At playtimes, pupils play happily, vigorously and responsibly together. They are kind and friendly to one another and incidents of unkind or aggressive behaviour are rare.
13. Pupils' relationships with each other and with all staff are very good and are a major strength of the school, much appreciated by parents. There have been no pupils excluded in the latest reporting period. Pupils have a strong awareness of the impact of their actions on others and show consideration for the feelings of others. For instance, in a Year 1 religious education lesson, pupils were capable of considered reflection about special places and what these mean to themselves and to others. Pupils of all ages are keen to help and to accept responsibility within their classrooms or around the school. Older pupils in particular show very mature and responsible attitudes.
14. Pupils with special educational needs contribute well in lessons. They often join in discussions and the oral part of literacy and numeracy lessons. Other pupils are very considerate of them and help them in lessons. Pupils with physical disabilities have no difficulty in taking a full part in the life of the school because of the caring, tolerant and respectful attitudes of their peers.
15. Attendance is good and above the national average. Punctuality is very good and almost all pupils arrive on time so that lessons start promptly.

## **HOW WELL ARE PUPILS TAUGHT?**

16. The quality of teaching and learning is very good overall. No teaching is less than satisfactory. Of the lessons seen, about 85 per cent were good or better, including about 50 per cent which were very good or better. One in every seven lessons was excellent. The very good teaching was found in all parts of the school. The excellent teaching was found in the reception class and in classes containing Years 5 and 6 pupils. This is an improvement on the quality of teaching reported at the time of the previous inspection, when nine per cent of lessons were judged to be very good or better and a small minority of lessons was unsatisfactory.



17. It is good overall in every subject where teaching was observed. There was insufficient evidence to make a judgement on the quality of teaching in design and technology, information and communication technology and geography. The teaching of the skills of literacy and numeracy are good throughout the school.
18. The quality of teaching and learning in the Foundation Stage is very good overall. The reception teacher provides an interesting and stimulating learning environment, with good quality resources for children to use. Children's work is displayed to good effect around the classroom. A key factor in the teacher's success is the high expectations she has of what children can achieve. Many children enter reception with below average attainment in literacy and numeracy but, by matching activities closely to individual needs and moving them on in their learning at a good pace, the teacher successfully promotes very good progress. This is achieved without any undue pressure on children and they remain happy to come to school and keen and eager to take part. Another important factor is the establishment of very good relationships between the teacher and teaching assistant and the children. As a result, children respond enthusiastically to all that is asked of them and try very hard to achieve the standards set. The teacher's ability to make effective use of the time available for lessons is excellent and she achieves this by effective teamwork with the classroom assistant to manage and organise whole-class and group activities.
19. At Key Stage 1, the quality of teaching and learning is good overall. Of the lessons seen, about 70 per cent were good or better, including 35 per cent which were very good. The remaining lessons were satisfactory. Where the teaching is very effective, the management and organisation of pupils are very good. Resources are well prepared and readily available so that there are very few unnecessary interruptions to the flow of a lesson. This is typical of literacy, numeracy and science lessons, for example. Where teachers are secure in their subject knowledge, for example in science, art and design and history and religious education, they teach with enthusiasm and this is conveyed to pupils who show interest and motivation as a result. Good examples of this were seen in a religious education lesson in Year 1 and a science lesson in Year 2. The use teachers make of teaching assistants makes an important contribution to the quality of pupils' learning. They work together very well as a team in each classroom so that teaching assistants know exactly what their contribution is to each lesson. The main benefit is that pupils are taught in small groups. Special needs pupils receive especially good individual attention in this way. For example, in a Year 1 literacy lesson, the teacher and the teaching assistant provided very good support for pupils of differing abilities during the group work session because they were able to spend a considerable amount of time with pupils, answering their questions and moving them on in their learning. In this particular instance, the class teacher focused on the higher attaining pupils and they benefited from the challenges she set them. Where lessons are less effective, but satisfactory, activities are not matched well enough to pupils' needs and not enough is demanded of them. This is sometimes the case in numeracy lessons, where

the opening mental oral session lacks pace and the slow start sets the tone for the rest of the lesson. This is partly due to teachers making too much allowance for pupils' low attainment on entry into school rather than making best use of pupils' very good attitudes to their work. However, this is not typical of all lessons, particularly in the creative arts, where work is often challenging and where teachers' expectations are high.

20. At Key Stage 2, the quality of teaching is very good overall. Of the lessons seen, just over 90 per cent were good or better, including about 50 per cent which were very good or better. One out of every five lessons was excellent. The remaining lessons were satisfactory. In the most effective lessons, teachers' expectations are high and the basic skills of literacy and numeracy are taught very effectively. For example, these are characteristic of excellent teaching in Year 6. The teacher challenges pupils on a regular basis through the activities she plans and her skilful use of questions. In literacy, numeracy and science lessons, for example, she maintains a very good pace to pupils' learning, successfully encouraging pupils to explain their methods, to support their observations with evidence and to consider whether what they have written is the best that they can achieve. A key factor in the best lessons in Key Stage 2 is the preparation and use of appropriate resources. For example, in Year 3, very good use was made of the school science garden to stimulate interest in the conditions needed for strong plant growth. Year 4 pupils benefited from a good range and quality of percussion instruments. Meticulous preparation of suitable materials and equipment promoted very good quality of learning in a Year 5 history lesson. Motivation and interest was high in a Year 6 science lesson as pupils investigated a very good selection of human bones. Teachers treat pupils as responsible, mature individuals and this is one of the reasons why pupils' attitudes to their work are very good at Key Stage 2. There is a considerable degree of trust between teachers, teaching assistants and pupils which is rarely broken. It leads to good quality whole-class and group discussions, good levels of perseverance from pupils as they work and genuine pleasure shown at the achievements of others. Where teaching is less effective, but is satisfactory, the choice of activity is sometimes not particularly stimulating for pupils. For example, in a Year 3 geography lesson, pupils answered questions on a worksheet about a photograph of Padstow and, although they made satisfactory progress in their local knowledge, were not strongly motivated by the task.
21. The quality of teaching for pupils with special educational needs is good overall, helping them achieve good progress in their learning. Pupils benefit from close attention from teaching assistants in all classes, as well as a good match of work to their needs in teachers' planning. All staff show a high level of care for special needs pupils and there is a very good level of inclusion within classes.
22. Teachers' planning is thorough and detailed. Literacy and numeracy lesson plans show how activities are adjusted to suit the different needs of pupils. Lesson plans are based securely on existing schemes of work and national

guidelines for all subjects, as well as the locally agreed syllabus in religious education. This is useful in helping pupils move on progressively with their learning between year groups. Plans for each term often reflect areas of the curriculum where the need for improvement has been identified by analysis of assessment information such as writing. There is not enough evidence, however, of teachers evaluating lessons to see whether or not they have made an impact on standards so that further adjustments can be made. Teachers make satisfactory use of assessment information. It is used to good effect with older pupils to set individual targets for improvement.

23. Teachers make satisfactory use of homework to extend pupils' learning, particularly in literacy and numeracy. Work set is always marked and pupils in Year 6 are generally well prepared for the homework regime they will experience at secondary school. A very good feature of teaching throughout the school is the use teachers make of information and communication technology. Pupils have regular access to computers in most lessons and treat them as an integral part of their learning. A good example of this was seen in Year 2. Pupils discussed special people during a religious education lesson and drew pictures of people special to them. The next day, these pupils were observed in the computer suite, word processing sentences and statements to accompany their drawings.

## **HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?**

24. Curricular provision for reception children is good and, as a result, children's attainments are in line with the requirements of the Foundation Stage by the time they enter Key Stage 1. Strong emphasis is given to the development of pupils' language and literacy skills and their mathematical development. A wide variety of stimulating and well-structured activities make maximum use of learning opportunities and help children make very good progress. Indoor areas are attractive and spacious, providing a stimulating learning environment. Outdoor provision is very good and the governors and headteacher have responded well to observations in the previous report about shortcomings in provision.
25. The quality and range of the curriculum for pupils in Key Stage 1 and Key Stage 2 are good and, as a result, the breadth and balance of learning opportunities for pupils are good. There are detailed guidelines on what should be taught for all subjects and, with the adoption of some parts of the new nationally recommended curriculum guidelines, teachers have clearly identified the necessary stages of learning for each year group and ability groups. The recently implemented strategy of using non-teaching assistants to support underachieving pupils in all classes is providing greater access to learning opportunities for these pupils but the full effectiveness of this practice has yet to be evaluated by the school.

26. All statutory requirements, including the provision for religious education, are met. Pupils in Year 6 are given supportive information on sex education, provided by the school nurse. A drug awareness programme is led by the local police and a health education programme is clearly embedded into the personal, social and health education provision. Organisations within the community are used to extend the curriculum provision. For example, Year 2 pupils learn about fire safety from a member of the local Fire Brigade. Overall, there is good provision for pupils' personal, social and health education.
27. The staff have worked hard to implement the National Literacy and Numeracy Strategies and these are providing a firm framework for teaching the basic skills of literacy and numeracy. In Key Stage 1, these skills are not applied or transferred sufficiently by pupils into other subject areas and more needs to be done to use other curriculum subjects to extend pupils' literacy and numeracy skills. In Key Stage 2, application and the link with other subjects is well established and the benefits to pupils are evident. For example, in a Year 4 history lesson, pupils were observed making good use of dictionaries, index and contents pages as they researched specific information about life in a Tudor household. Application of numeracy skills in other subjects is satisfactory, for instance in information and communication technology and science. However, because teachers are still evaluating how best to use some of the national numeracy guidance, teachers are not as consistent in the quality of the lessons they plan as they are in literacy.
28. The time allocated to subjects is appropriate. A key factor in the provision of good breadth and balance in the curriculum is the way teachers have made sure that the additional time allocated to literacy and numeracy and the reduction in time available for other subjects, as a consequence of national initiatives, has not reduced the good quality of provision in the creative arts. In fact, provision in these curriculum areas has improved overall since the previous inspection and is a strength of the school.
29. Provision for pupils with special educational needs, including those with statements, is good. This is an improvement on the good standards reported at the time of the previous inspection. Pupils have detailed and specific individual education plans to focus their learning and all staff support pupils well in achieving their targets. Targets are shared and discussed with parents and reviewed regularly. Teaching assistants are well informed and work in partnership with teachers and parents in supporting

and encouraging pupils. The co-ordinator liaises well with visiting specialists, whose expertise is used well to extend provision. A significant strength of the provision is the way all pupils, and especially those with physical disabilities, take a full part in the life of the school.

30. The provision for information and communication technology is very good and it is used well to support and promote pupils' learning throughout the school. The computer suite is in continual use and the governors and headteacher make very good use of available grants and funds to maintain good quality equipment and a wide range of software for teachers and pupils to use in their lessons.
31. Provision for extra-curricular activities is good. All pupils have opportunities to take part in the recently started gym club. An after-school club is available two days each week providing a range of recreational activities. Older pupils have a very good range of sporting activities available to them. In the autumn and spring term, there are netball and football clubs and, in the summer term, there are rounders and athletics. Older pupils also have the opportunity to join the information technology club, to take part in the Rotary Club Youth Speaks Challenge, the inter-schools swimming gala and the inter-schools netball and football challenge. There is an extensive range of visits organised throughout the year to support areas of the curriculum such as geography field trips and visits to historical places of interest. Years 5 and 6 pupils have the opportunity of a residential visit each year to a range of locations, which have included the Isle of Wight and France. This supports their social and personal development very well and involves many physical activities, such as caving and rock climbing, as well as orienteering and abseiling. There is a well-attended recorder club and each year the school holds a carol service in the parish church at which pupils perform musical items, poetry and reading. Both boys and girls are successfully encouraged to take part in all the extra-curricular activities.
32. The school has maintained its very effective promotion of pupils' moral and social development reported at the time of the previous inspection. This continues to be a strength of the school. Promotion of pupils' spiritual development has improved and is now good. Pupils' cultural development is satisfactory overall, although promotion of pupils' awareness of life in a multicultural society does not receive a sufficiently strong focus.
33. Provision for the promotion of pupils' spiritual development of pupils is good. Acts of collective worship are very well planned and offer good opportunities for quiet moments of reflection and prayer. Teachers take every opportunity to develop pupils' spiritual reflection through many subject areas and different activities. Teachers use a quiet music time at the start of the afternoon to ask pupils to 'think their own quiet thoughts'. In the reception class, moments of curiosity and anticipation are captured wherever possible. In a Key Stage 1 assembly, a magic box was used in a similar way. Good use is made of artefacts to stimulate thought and create a sense of wonder. This was seen in a Year 5 class as pupils slowly uncovered items from soil in their search for

Aztec archaeological remains. Year 4 pupils expressed their wonder as they saw the beautiful imprints natural objects left in clay. Religious education lessons are used very well to reflect on spiritual issues and to provide opportunities for pupils to express their feelings and beliefs.

34. Provision for pupils' moral and social development is very good. Pupils understand right from wrong. They discuss in assembly the results of telling a lie and begin to realise how important it is to have trust. Staff and others in the school community are good role models for pupils, demonstrating consideration for others in their actions. Pupils are aware of moral issues in the wider world and regularly explore the work of charities, raising money to support their activities. Staff know pupils well and very good relationships are demonstrated both within lessons and around the school. Pupils are very aware of how their actions affect those around them. Within lessons, pupils work well in groups and pairs and are impressive in the way that they support each other without prompting. They are developing skills of good behaviour to ensure they grow up to be socially adept adults. They are happy, respectful and move about the school in a very orderly manner. At break-time, pupils play co-operatively together and are pleased to engage in conversation about what they enjoy. They answer questions eagerly and confidently and are proud members of the school. Even the youngest members of the school can be relied upon to work independently and co-operatively. The oldest pupils are aware of the rules to be followed and enjoy taking on responsibilities around the school.
35. Provision for pupils' cultural development is satisfactory. This is developed through many subject areas. In history, for example, pupils explain similarities and differences between their own and other cultures, as well as those within their own culture. In religious education, pupils study other world religions and, in geography, they learn about the cultures around the world such as in India, Greece and Europe. The school staff and governors are aware that their community does not reflect the multicultural dimension seen in other parts of the country and that more could be done to prepare pupils for life in a diverse society.
36. Links with the local community are good and eagerly pursued. Churches in the community are visited and the rectors and priests of various denominations visit the school at regular intervals. Historical and geographical locations within the community are visited. Liaison with the playgroup on site is excellent and provides a smooth transition for pupils coming into school. The school supports the work of other schools in the community, providing hot meals and also including some pupils from a local small school on their residential visit. Effective liaison with the local secondary school supports the smooth transition from the school of its Year 6 pupils. The governors and headteacher work very hard to access funds to support initiatives within the school and these are used effectively to broaden the curricular provision for pupils.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

37. At the time of the previous inspection, it was reported that the school provided a supportive environment in which all pupils felt secure and happy. These very good standards have been successfully maintained.

38. Detailed assessment procedures are completed to inform teachers what children can do when they start school and this information is used very well in planning for the needs of these youngest children and the requirements of the Early Learning Goals. An appropriate school policy and good school procedures are in place for assessing pupils' attainment and progress in Key Stage 1 and Key Stage 2. The use of assessment to monitor pupils' academic performance and progress is satisfactory overall. Where its use is particularly effective, for instance in the upper end of the school, teachers carefully mark pupils' work, set targets for individuals and groups and clearly match work to the needs of the individual based on assessments gained from lesson observations. In the lower part of the school, the use of assessment data is more general and work is not targeted so clearly at individuals, particularly in English and mathematics. The senior management team and subject co-ordinators do not make best use of assessment data to monitor standards, to make adjustments to lesson planning in each subject or in setting individual targets for pupils. Throughout the school, satisfactory records for other subjects are kept and appropriately used to monitor what pupils understand and can do in the subjects and themes covered.
39. Procedures for ensuring that pupils are safe and that their individual needs are understood are very good and are a major strength of the school, recognised and much valued by parents. Teachers know their pupils very well. Pupils very much like and respect their teachers and readily go to them for guidance and support. Child protection procedures are very well organised and all staff in daily contact with children are aware of the need for vigilance and are clear about what to do when they have concerns. Health and safety considerations have a high priority and evacuation procedures are practised regularly. Co-operation with local health professionals is very good.
40. Procedures for monitoring and promoting good behaviour are very good. There is a clear Code of Conduct followed closely by all staff and pupils. Good work and behaviour are suitably rewarded. There is a well-established anti-bullying policy which is reinforced at times in assemblies and class discussions. As a result, the number of incidents is low. Most parents appreciate this but a few show concern about the occasional aggressive behaviour of a very small number of pupils who have behavioural difficulties. However, the school works hard to accommodate and control these pupils and has appropriate procedures in place to modify their behaviour.
41. Procedures for monitoring and improving attendance are good. Most pupils attend regularly and arrive on time. Teachers and administrative staff follow up any unusual absences or repeated lateness, with help from the education welfare officer on the few occasions when this is needed.
42. Procedures for monitoring and supporting pupils' personal development are good. Registration times provide a quiet and purposeful start to the day. Any concerns that pupils might have are recorded by their teachers. Staff regularly discuss individual pupils' personal development, very often



informally, and teachers and teaching assistants consider ways of, for example, helping a pupil to work more co-operatively in a group or how to help a pupil deal with a difficult situation at home.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

43. Since the previous inspection, an effective partnership with parents has been maintained.
44. Parents' view of the school overall is that it is good. Parents are encouraged to take an active part in their children's education. Most parents speak highly of the school and appreciate the many ways in which the school provides for their children's education and development. Information provided for parents about the work and life of the school is good. There are regular and informative newsletters, good progress reports and the open days are well attended. A small minority of parents is very active in the parent/teacher association, raising useful funds for the school and organising social events.
45. Parents feel that the school has high expectations for children to work hard, behave well and achieve their best. Most feel that the school is well led and managed and that they are comfortable about approaching the school with problems, though a few feel that their particular ideas or views are not given due consideration. Some parents of younger children feel they do not always get the response they seek when approaching staff and that they do not get enough information about their children's progress. Parents are pleased with the quality of teaching, that their children like school and that they make good progress. Some parents are not happy about the amount of homework; some feel it is too much and some that it is not enough. Other parents feel that the school does not work closely enough with parents and that there are not enough activities provided outside lessons.
46. The inspectors agree with many of the views expressed by parents. They found the teaching to be good, that children often make good progress and that they behave well. They found that the school is willing to deal with questions or problems. The amount of homework was found to be typical of that set in most primary schools nationally. Information provided for parents about their children's progress, especially through written reports and parents' evenings, is judged to be good. Inspectors disagree with some parents about the range of activities outside lessons and judge it to be good. However, they do agree that the majority of the after-school activities are of greater benefit to older than to younger children. The school's partnership with parents is considered to be good and many parents help with their children's work at home, particularly reading. However, it is recognised that there are some parents who the school has not yet succeeded in reaching and involving in their children's life in school.
47. Parents of children with special educational needs are kept well informed at every stage and are aware of their children's inclusion on the special needs

register. They are invited to attend the regular meetings held to review targets and set new ones.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

48. The leadership and management provided by the headteacher are good and the qualities of his effective leadership are similar to those reported at the time of the previous inspection. He provides a clear educational direction to the life and work of the school. He has implemented a wide range of policies, procedures and systems which successfully promote the aims of the school. As a result, the atmosphere is caring and supportive with a strong emphasis on pupils' personal development. The success of this is evident in the very good attitudes and behaviour of the pupils and the very good relationships which exist between staff and pupils. The quality of teamwork is very good and all teaching and non-teaching staff share a commitment to raising standards and maintaining and improving the school's good reputation in the local area.
49. The headteacher has effective procedures for monitoring and evaluating the work of the school. He observes teachers at work in their classes and they benefit from discussions with him about ways they might improve. He looks at teachers' planning, analyses the results of school and national tests and assessments and has a regular teaching commitment in both key stages, all of which help him to identify strengths and areas requiring improvement. All other teaching staff work hard to carry out their responsibilities to assist the headteacher in raising standards. However, the headteacher does not make best use of his colleagues in the monitoring and evaluating process. The deputy headteacher is an effective leader and an excellent example to other teachers in the high quality of her teaching. She has a very full job description but is not allocated time away from her classroom responsibilities to be able to fully carry these out. Subject co-ordinators are conscientious and work hard. The impact of their leadership on standards is satisfactory overall. They monitor standards by looking at teachers' planning, sampling pupils' work and through discussion with colleagues. They provide good support to teachers when planning their lessons but have few opportunities to observe teaching and are not sufficiently critical in their analysis of planning. Consequently, their knowledge and understanding of the strengths and weaknesses in their subjects is often general rather than specific. The work over the last two years of the literacy co-ordinator has provided an effective model for other co-ordinators to follow in identifying specific skills, individuals and groups of pupils where standards could be raised. The headteacher is aware of this and there is reference in the school development plan to a proposed extension of the influence that the deputy headteacher and co-ordinators have on standards.
50. Arrangements to co-ordinate the provision for pupils with special educational needs are good. Systematic review and analysis of pupils' progress towards the targets in their individual education plans are regular features of the co-

ordinator's work. Liaison is good between the co-ordinator, teachers and teaching assistants so that work prepared for pupils in class lessons or in withdrawal sessions away from the classroom is matched closely to their needs. Individual education plans are of good quality with manageable steps and achievable targets. Parents are kept fully involved in and informed about their children's progress.

51. The members of the governing body are very supportive of the work of the headteacher and staff and carry out their statutory duties conscientiously. The chair of governors visits the school on a regular basis to meet the headteacher and staff and the various committees meet at least once a term, and often more than that, to consider the progress being made towards targets in the school development plan. An annual working day each January for governors, teaching and non-teaching staff makes a significant contribution to the sharing of views and opinions and results in a revision of priorities in the school development plan for the following twelve months. However, governors rely too heavily on the headteacher to provide a long-term direction for the life of the school and to provide them with indicators of the school's success. Their procedures for monitoring and evaluating the work of the school are largely informal and are not linked closely enough to success criteria within the school development plan.
52. The school development plan is a good working document and clearly identifies priorities, targets, responsibilities and costings. It represents a considerable amount of work by the headteacher and governors each year in making effective and efficient use of the funds available to the school by detailed analysis of costings and a search for good value for money. An excellent example of this is the decision to manage and organise school meals independently from outside caterers. The kitchen is run extremely well, parents and pupils are very happy with the meals provided and a significant profit is made each year which is put back into the school budget. The development plan does not, however, contain reference to the specific skills or groups of pupils that priorities are intended to improve. These are implicit rather than stated. This means that when governors and subject co-ordinators are monitoring and evaluating the work of the school there is a tendency for them to focus on overall impressions rather than specific aspects.
53. The school has a thorough and efficient approach to financial management. The day-to-day administration of purchasing goods and the monitoring of expenditure against the budgeted figures are very good. The administrator keeps detailed records of invoices and payments and follows clear school procedures for achieving the best deals for the school. Good use is made of money available to raise standards and to improve the pupils' education. Grants for special educational needs, from the National Grid for Learning and achievement awards have been allocated appropriately, used effectively and monitored by the governing body. For example, additional teaching assistants have been provided using grants and an allocation from the school budget and the computer suite has been completed. Both of these initiatives have

resulted in improved standards, particularly in information and communication technology at both key stages.

54. There is a sufficient number of teachers with a good match of curriculum expertise and relevant teaching experience to deliver the curriculum at each stage of the school. There are good procedures for the induction of new members of staff and the staff handbook is a supportive document for all regular and supply staff. The number of teaching assistants has been increased this year and they are being used effectively. They contribute well to pupils' learning by providing individual support for pupils with special educational needs, as well as supporting other pupils through a range of curriculum tasks in the activity areas and the computer suite. There are useful plans to extend their deployment to support higher attaining pupils. Satisfactory appraisal and performance management policies are in place. Staff training is linked to targets in the school development plan as well as to the needs of individuals and good quality school-based training is undertaken by teachers and teaching assistants. Mid-day supervisors make a significant contribution to the school by looking after pupils well in the playgrounds and maintaining the caring ethos of the school during the lunch-break. The caretaker fulfils his duties and tasks very well and the school is very clean and attractive. Teachers support each other very well and, with the committed and informed teaching assistants, administrative assistant, mid-day supervisors and caretaker, provide an effective team. Evidence of this is in the school's successful renewal of its 'Investor in People' award in 2000.
55. The purpose-built school offers very good accommodation. Classrooms are light with bays for practical work. They provide spacious accommodation for younger pupils. However, classrooms for the older pupils are not quite large enough and desks are by necessity rather close together. The additional areas outside the classrooms are very well utilised providing, for example, a very good computer suite which is continually in use, a self-contained library for mainly non-fiction books and a large hall for assembly, music and physical education. Accommodation for the youngest pupils has improved significantly since the last inspection, and now has its own safe, outside play area. This is large and partly covered to provide pupils with extra space throughout the year. There are interesting and imaginative plans to improve the area still further. Together with this, the younger pupils have an extra base in which to work and this is used well by the after-school club twice a week. The outside accommodation is both attractive and spacious offering very good facilities for play and sport. The garden and greenhouse are used to support learning and pupils move outside to support many other curricular areas such as science, geography and physical education. The school is very well maintained, welcoming, accessible to everyone and secure. The very good displays not only enhance the appearance but also celebrate pupils' success in all subject areas.
56. There is a very good range of relevant resources for each subject throughout the school and these make a significant contribution to the quality of pupils' learning. Under-resourced areas mentioned in the last inspection have been

addressed with the purchase of play equipment for the youngest children and additional musical instruments, reading books, physical education and religious education equipment and artefacts at both key stages. Resources are very well organised and all are in good condition. The library is well stocked and organised by numerical reference. Displays of pupils' work, book reviews, book marks, illustrations from stories and pupils' drawings for book covers make it an attractive and stimulating place for learning. There are good opportunities for pupils to go on trips and residential visits to broaden their experiences and curriculum opportunities.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

In order to raise standards further, particularly at the end of Key Stage 1 in English and mathematics, the governors, headteacher and staff should:

1. Adjust the roles of subject co-ordinators, so that they can identify more accurately specific skills, individuals or groups of pupils where improvements are needed, by including:
  - i) critical evaluation of teachers' planning;
  - ii) opportunities to observe colleagues teach;
  - iii) completion of an action plan to show how improvements are to be achieved.(Paragraphs: 22, 49, 75, 76, 85, 95, 99, 106, 122, 127)
2. Make more explicit reference in the school development plan to the standards action is intended to raise so that:
  - i) teachers can adjust their planning to take these initiatives into account;
  - ii) governors can focus on particular areas of the school's development whilst working in the school or during some of their visits.(Paragraph: 52)
3. Make arrangements for the deputy headteacher to be able to assist the headteacher more fully in monitoring and evaluating the quality of teaching and learning throughout the school.  
(Paragraph: 49)
4. Provide pupils at the end of Key Stage 1 with opportunities to be more familiar with the format and style of national tests so that results may provide a more accurate reflection of pupils' true attainment.  
(Paragraph: 2)

## **OTHER POINTS TO BE CONSIDERED BY THE SCHOOL**

1. Include in the curriculum more opportunities to extend pupils' awareness of life in a multicultural society.  
(Paragraph: 35)
2. Continue to evaluate the effectiveness of the new system of teacher assistants to make sure that the deployment of the assistants enables teachers to extend the learning of higher attaining pupils as well as that of pupils of lower attainment.  
(Paragraphs: 24, 54, 90)
3. Make sure that teachers take full advantage of pupils' very good attitudes to their learning, particularly in their first few years in school, by providing them with a sufficiently wide range of challenging and demanding activities.  
(Paragraphs: 6, 19, 69, 71, 74, 82, 88)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	47
Number of discussions with staff, governors, other adults and pupils	24

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
15	36	36	13	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	213
Number of full-time pupils known to be eligible for free school meals	22

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	33

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	4

### Attendance

#### Authorised absence

	%
School data	4.0
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.3
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	9	24	33

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	—*	—*	—*
	Girls	19	16	19
	Total	26	22	26
Percentage of pupils at NC level 2 or above	School	79 (82)	67 (79)	79 (82)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	—*	—*	—*
	Girls	16	19	14
	Total	23	27	20
Percentage of pupils at NC level 2 or above	School	70 (82)	82 (86)	61 (54)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year.

\* Number of boys or girls in year group is less than 10

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	19	15	34

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	15	17
	Girls	14	12	13
	Total	30	27	30
Percentage of pupils at NC level 4 or above	School	88 (60)	79 (64)	88 (84)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	14	17
	Girls	14	13	13
	Total	29	27	30
Percentage of pupils at NC level 4 or above	School	85 (48)	79 (64)	88 (80)
	National	70 (68)	72 (69)	79 (75)

Percentages in brackets refer to the year before the latest reporting year.



### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	0
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	26.3
Average class size	30

#### **Education support staff: YR – Y6**

Total number of education support staff	16
Total aggregate hours worked per week	251

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999/2000
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	£
Total income	361,411
Total expenditure	351,278
Expenditure per pupil	1,605
Balance brought forward from previous year	10,373
Balance carried forward to next year	20,506

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	212
Number of questionnaires returned	108

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	32	4	0	0
My child is making good progress in school.	62	31	4	0	3
Behaviour in the school is good.	55	40	0	0	5
My child gets the right amount of work to do at home.	41	42	14	3	1
The teaching is good.	66	32	0	0	2
I am kept well informed about how my child is getting on.	45	43	9	2	1
I would feel comfortable about approaching the school with questions or a problem.	62	29	7	3	0
The school expects my child to work hard and achieve his or her best.	66	34	0	0	0
The school works closely with parents.	46	36	15	2	1
The school is well led and managed.	57	34	5	0	4
The school is helping my child become mature and responsible.	54	44	2	0	0
The school provides an interesting range of activities outside lessons.	36	45	15	3	1

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

57. The Foundation Stage has maintained the good provision noted in the last inspection. Attainment on entry to the reception class is below expectations overall, particularly in literacy and numeracy. Pupils are, however, entering reception with average attainment in their knowledge and understanding of the world and their physical development. They achieve well in reception, based on attainment on entry, and make very good progress. This is because they are taught very well. The quality and range of learning opportunities offered are now very good, particularly with the safe outside play area in which the children can use large construction toys and tricycles. This provision had been seen as a weakness in the last inspection, but it has now been effectively addressed. The large majority of pupils are in line with or above expected outcomes in the six areas of learning by the end of the Foundation Stage and are very well prepared for the start of National Curriculum Programmes of Study. Links with parents are very good. They receive helpful information before their children start school and are kept well informed of their children's progress.
58. The quality of teaching for children in the Foundation Stage is always very good and at times excellent. The teacher is very well supported by talented non-teaching assistants who are always very well prepared and clear in their role. Teaching is undertaken with total enthusiasm, dedication and with a thorough understanding of children's needs. Assessment is undertaken conscientiously and records of pupils' attainment are meticulous. The methods and organisation used are very effective. Learning objectives are shared with the children and they are encouraged to take responsibility for their learning by recording their own progress, and by reflecting on their achievements at 'Smiley Time'. Work is carefully planned over time and this results in children building well on previous learning. Relationships with children are excellent and children are secure, confident and happy.

### **Personal, social and emotional development**

59. The personal, social and emotional development of children is very good and standards by the end of the Foundation Stage are at least in line, and often exceed, expectations. Children are co-operative and get on well with each other even when undertaking unsupervised activities. They share, take turns and collaborate when required. They can also work independently and move quickly from the whole-class teaching into the appropriate group task. They listen attentively to the teacher and are sensitive to the varying moods set. It is impressive how still and concentrated the children can be when the teacher is in front of them. They are energetic, enthusiastic and happy, enjoying all aspects of their learning. They care for each other and understand what is right and wrong. A key factor in promoting pupils' progress is the communication by all staff of positive attitudes, values and support. This is

successful in creating a safe, secure and orderly environment in which children can learn.

## **Communication, language and literacy**

60. Children make very good progress in the development of their language and literacy skills so that, by the end of the Foundation Stage, a significant majority of pupils are attaining in line with expectations. The teacher has high standards and helps children to move on in their learning at a good pace but at the same time making learning enjoyable and fun. Children listen attentively to stories and instructions and respond appropriately, although some children are less articulate than the rest. They are confident in both small and large groups and follow instructions well. This means that, when asked to start their work, they do so quickly and waste no time. They all enjoy reading and have a reading scheme book as well as a self-selected library book. Elements of the literacy framework have been well adopted by the teacher. The children talk about the books they have and also about favourite stories they have read. They are aware of elements of stories such as main characters and know information can be found in certain other books. Children are developing a sound phonic awareness; they are able to put sounds to letters and say letter sounds, with some pupils aware of the sounds made by two letters together, such as 'st' and 'br'. They recognise familiar words and chant the alphabet confidently. Most children's early writing is developing well as a result of good quality teaching.

## **Mathematical development**

61. Children make very good progress in their mathematical development and the majority are in line with expectations by the end of their foundation year. This is largely due to excellent teaching, characterised by clear explanations and very good practical resources. Most children count at least to twenty and are familiar with larger numbers up to a hundred. They count ten petals on a flower and then count in 10's up to 100 to work out how many petals there are altogether on ten flowers. They walk along the number line counting on and back in 1's and 2's. They use a range of number rhymes to consolidate learning. They are developing an awareness of comparison such as bigger, smaller and know several appropriate mathematical terms to describe simple shapes.

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

62. Progress is very good in this area of learning and attainment often exceeds expectations. Children's achievement is good because the quality of teaching is precise and the teacher creates an enjoyment for learning. Children understand the passage of time and confidently recite the days of the week. They eagerly talk about their 'garden centre' and draw flowers when creating their brochures, with some children even adding costs. They are excited about the world around them and know the stages in the life cycle of a butterfly. They describe creatures and plants around them and know the difference between living and non-living things. They use their experiences to build a range of objects with large and small equipment, and to play effectively with sand and water.

## **Physical development**

63. Children make good progress in their physical development and attainment is in line with expectations. The teacher has high expectations of what children can achieve. As a result, children move confidently in sessions in the hall and work hard to improve the quality of what they are doing. In dance, they show suppleness, sensitivity and enjoyment. For example, children were observed showing imagination and good control of their bodies as they responded to their teacher's encouragement and advice when performing a dance based on the life cycle of a butterfly. The teacher and the teaching assistant worked very well together to ensure that a child with physical disabilities was fully included in the activity. Children use their fingers very well to complete jigsaws and use pencils, paintbrushes and scissors. This is reflected in the good quality artwork they have produced.

## **Creative development**

64. Children make very good progress and achievements are above the expectation for their age. They respond well to their teacher's high expectations and good skills' teaching. Using different media, they produce some good individual and creative artwork. They make patterns and rhythms using a range of untuned percussion instruments. They have good ideas for matching the appropriate instruments to the movements of a range of insects. They listen with enjoyment to music and clap beats and repeat rhythmic patterns when giving answers to questions set by the teacher. Rhymes are an integral part of the children's learning over a range of subjects. They know many rhymes to support number work and literacy. Music is used creatively by the teacher to reinforce learning and help children remember facts. Children enjoy their artwork and explore colour and texture using a range of media. They are encouraged to use their imaginations creatively when in the role-play area, when using large play equipment and when undertaking a range of different tasks.

## **ENGLISH**

65. At the end of Key Stage 1, standards of speaking and listening are close to the national average, but standards of reading and writing are below those expected of pupils of their age. However, standards are better than those shown by the results of the 2000 National Curriculum tests for seven-year-olds. At the end of Key Stage 2, the standard in English is broadly in line with the national average and is similar to that shown by the 2000 National Curriculum tests results. There are more pupils achieving the expected Level 4 or above than in 2000, but the percentage of pupils attaining the higher Level 5 is low. Standards are similar to those reported at the time of the previous inspection and have kept pace with the national trend over the last five years.

66. The overall improvement at both key stages results from recent effective action taken by the school. Teachers, led by a knowledgeable and enthusiastic subject co-ordinator, who has high expectations of pupils' learning, have a greater subject knowledge and increased awareness of how to implement the National Literacy Strategy guidelines. Planning in literacy is now focused more closely on specific skills, knowledge and understanding. However, levels of challenge in activities planned for pupils in Key Stage 1 are not as high as those in Key Stage 2 and this is reflected in the below average achievement in reading and writing. Teachers work well alongside the informed teaching assistants who provide effective support in each class. There are increased resources, such as a commercial structured phonics scheme that is being implemented throughout the school, and a wider range of reading books, including challenging reading texts for the older pupils in response to a concern raised at the last inspection.
67. Pupils with special educational needs make good progress in their learning towards the targets in their individual education plans. They gain significant benefit from the time given to them by the teaching assistants in each classroom. There are no gifted and talented pupils identified by the school. However, the number of pupils achieving the high Level 5 in national tests at the end of Key Stage 2 is greater than in previous years, but still lower than the national average.
68. The standard of pupils' speaking and listening skills at Key Stage 1 is satisfactory. Most pupils speak clearly and are enthusiastic in responding to questions. However, some pupils lack fluency and confidence in expressing their ideas effectively and have a limited vocabulary. They listen well to stories and some pupils are beginning to recall the details of the plot and characters and talk about why they enjoy the stories. By the end of Key Stage 2, standards are good. Most pupils join in discussion confidently and respond to questions with clarity and use a wide, appropriate vocabulary. They debate and enjoy discussions on local and current national issues such as pollution in their locality and fox hunting. They share ideas and present their work to the class and participate in poetry, role-play and drama activities. For example, Year 6 pupils contribute ideas to the writing of a production and are supported by the staff in presenting it to pupils and parents.
69. Overall, pupils enter school with below average literacy skills. They make satisfactory progress in reading and, by the age of seven, most pupils attain standards similar to those expected for pupils of their age. However, progress is no better because the majority of pupils are not given sufficiently challenging reading books to further develop their reading skills. Most pupils understand what they read and some pupils talk confidently about the characters in their story and are aware of the author and illustrator of the books they read. A few higher attaining pupils know how to use the index and contents page of reference books. Most pupils know that non-fiction books in the library are organised by numbers and sections to make them easier to find.

70. Pupils make good progress in Key Stage 2 and, by the age of eleven, are reading accurately, expressively and fluently. Pupils read a wide range of fiction and non-fiction books from the central and class libraries. These are well matched to their ability and interest. Pupils make good progress in understanding and discussing stories by referring to actions and characters. They review books with informed critical comments and discuss their favourite authors with reasons for their choice. They competently skim and scan reference books and CD-Roms when working on a range of curriculum activities such as finding out about the Aztecs, the Tudors or local May Day festivities. This is an area of good progress since the last inspection as previously these skills were reported to be underdeveloped.
71. The school has correctly identified writing as an area of staff training and curriculum development for both key stages. At the end of Key Stage 1, pupils' attainment in writing is below the national expectation. Grammatical knowledge, spelling rules and handwriting skills practised regularly on worksheets are not used sufficiently and correctly by the pupils in their own writing. The considerable reliance on worksheets results in a lack of challenge for pupils to develop and extend their writing skills. There is limited evidence of most pupils writing in continuous sentences with interesting ideas and vocabulary. Pupils make satisfactory attempts at phonetic spelling, with higher attaining pupils aware of some spelling rules, but the correct



spelling of familiar common words is inconsistent. Most pupils know and understand how to use correctly capital letters and full stops in a simple sentence. Some pupils write in a legible script, but the presentation of some pupils' work is untidy. No pupils use a joined script.

72. At the end of Key Stage 2, pupils are writing in a wide range of satisfactory styles and purposes. They present their work clearly and are aware of the intended reader. Most pupils use correct punctuation, satisfactory spelling and draft and edit their work effectively to produce satisfactory pieces of extended writing. Many pupils accurately use paragraphs and chapter headings. There is evidence of the older pupils using literacy skills appropriately in work in other subjects. For instance, good use of informal and formal writing skills in a variety of styles is seen in the writing of investigations and reports in history and geography, letter writing and evaluations of pupils' own art and design technology tasks.
73. Assessment of pupils' skills when they enter school shows that their attainment is below national expectations for this age group. The provision of relevant work and the National Literacy Strategy means that pupils are making satisfactory progress. Work is well matched to pupils' needs throughout Key Stage 2 and the individual targets set for English enables pupils to monitor and raise their own standards. Pupils with special educational needs make good progress, they have detailed individual education plans with clear literacy targets. These are used to provide learning tasks that are completed with the good support of the teaching assistants.
74. The quality of teaching and learning is good overall. Of the lessons seen, 85 per cent were good or better, including 45 per cent which were very good or excellent. The remaining lessons were satisfactory. The majority of very good and excellent lessons were in Key Stage 2. Relationships between teachers and pupils are very good. Consequently, pupils' attitude, interest and concentration in lessons are good. They work enthusiastically as a class or as part of a group and enjoy the structure and variety of the literacy hour. Younger pupils regularly take reading books home to share with their family. Older pupils enjoy research into topics, recording their findings and participating in debate and discussion on topical issues or books that they read. Lessons are planned well with good organisation and management of pupils. Teaching assistants are used effectively to support the pupils with special educational needs and other groups of pupils within a class. Lessons are delivered at an appropriate pace for learning. Pupils are successfully encouraged to be independent learners, for instance when using dictionaries, reference books and computer skills to support writing activities. Where teaching has shortcomings, but is nevertheless satisfactory, pupils are not challenged sufficiently by the tasks. This is sometimes the case in Key Stage 1, where teachers sometimes do not capitalise on pupils' very good attitudes to learning by setting them sufficiently demanding activities. Teachers at both key stages make good use of information and communication technology to

support pupils' learning and pupils have regular opportunities to word process stories, poems and other styles of writing.

75. The co-ordinator's leadership is good. She has a very good knowledge of English and effectively supports her colleagues. She monitors planning and resources well and provides a good role model for other co-ordinators in her identification of specific skills that require improvement and the completion of an action plan to show ways in which targets set can be met. However, there are limited opportunities for her to monitor and support the teaching and learning in classrooms, and her expertise and subject knowledge have not been fully utilised, particularly at Key Stage 1. Procedures for assessing pupils' attainment and progress are good. Overall, the quality of resources is good. There is a wide range of books and materials to deliver the literacy hour, particularly sets of books for group reading and many books for independent research. The individualised reading scheme is well organised and all books are in good condition. The school is experiencing technical problems at present but pupils usually have access to the internet for research and e-mail for contact with pupils from other schools.

## **MATHEMATICS**

76. The school has made satisfactory progress in standards at Key Stage 2 since the last inspection. Whilst attainment at the end of Key Stage 2 has improved, attainment at the end of Key Stage 1 has not sustained the average standards in national tests reported at the time of the previous inspection. This is because expectations of what younger pupils can achieve are generally not high enough. The National Numeracy Strategy has been adopted well, but the role of the subject co-ordinator needs to be strengthened in order to have a greater impact on standards, particularly at Key Stage 1. The quality of teaching and learning are good overall and, as a result, pupils often make good progress in lessons, especially pupils with learning difficulties.
77. Results of the 2000 National Curriculum tests at the end of Key Stage 1 show that pupils are attaining well below the expected level in all areas of mathematics. In comparison with schools with a similar entry profile, pupils are performing in the bottom five per cent nationally. Such low attainment results were not evident during the inspection, although pupils were still judged to be performing below the nationally expected level in number, shape, space and measure and well below in using and applying their mathematics in real life situations or in other areas of the curriculum. This significant difference between national test results and actual standards is because pupils are given no opportunities to become familiar with the style and format of the tests and, as a result, underperform.
78. At the end of Key Stage 2, attainment has made a satisfactory improvement over time. The results of the 2000 national tests show that the school's performance is above the national average and that of similar schools.

Inspection evidence shows that attainment is at least in line with national expectations by the time the pupils leave the school, with a significant minority of pupils working at above average levels. Year 6 pupils are attaining particularly well in using and applying their mathematics and in their number work. Pupils work with large numbers confidently and understand how useful numeracy skills are in working out answers to real life situations. There are no marked differences in the performance of girls and boys throughout the school. Pupils with special educational needs are supported very well in lessons and are making very good progress alongside their peers.

79. Throughout the school, there are a substantial number of pupils in each class with significant learning difficulties. This is impacting on overall achievement, particularly in Key Stage 1. Pupils with special educational needs have been clearly identified in each class and are supported by at least one, and often two, non-teaching assistants. This helps pupils clearly see success as they make very good progress in manageable steps. The school is aware that there is potential for teaching assistants to give more support to higher attaining pupils, for example to promote higher standards at the end of Key Stage 1, but strategies for this are still being developed. At the end of Key Stage 2, the number of pupils attaining above the expected level is in line with schools nationally.
80. Assessment information shows that pupils' mathematical skills are particularly weak on entry into school. On entry into Key Stage 1, mathematical skills are much improved and satisfactory progress is maintained in Years 1 and 2. By the age of seven, the majority of pupils have a sound knowledge of place value to 100, count in 10's and know simple fractions such as  $\frac{1}{2}$  and  $\frac{1}{4}$ . They make satisfactory estimates, measures and comparisons when working at capacity, and know about millilitres and litres. However, ability overall varies considerably and many pupils need adult support in order to count back from 20 and order number accurately.
81. At Key Stage 2, pupils make good progress. Pupils with learning difficulties are working at the expected level and their overall achievement is good. By the age of eleven, pupils work out a variety of number problems in their head quickly. They know multiplication and division facts well and use decimal fractions confidently. They work with large numbers up to a million and are capable of setting up graphs and tables to illustrate information, for example when showing the escalating cost of smoking one packet of cigarettes each day over one year, two years and up to 50 years. Pupils are very confident in their mathematics and solve word problems using appropriate operations. When talking to pupils, they demonstrate a sound knowledge of how to calculate area, read co-ordinates, understand percentages and find fractions of numbers, for instance  $\frac{5}{8}$  of 64. Key Stage 2 teachers encourage investigative methods and involve real-life problem solving activities, and this is an important reason why pupils make better progress than they do in Key Stage 1.

82. The quality of teaching and learning throughout the school is good overall. Of the lessons seen, about 90 per cent were good or better, including some excellent teaching in Year 6. The remaining lessons were satisfactory. The most effective teaching has a positive impact on the progress pupils make in their learning. The very clear explanations given, for instance in Year 4, when pupils were learning how to set down money problems, really assisted pupils in improving standards. Teachers share the purpose of the lesson with pupils and this results in pupils fully understanding, not only what they need to learn, but also when they have been successful. Teachers use a range of good quality resources, which support pupils' learning so that they have quick access to what they need and their rate of learning is not interrupted unnecessarily. Good use of questions consolidates learning. For instance, in a Year 5 lesson, pupils were beginning to grasp the skills needed to work out equivalent fractions and, as a result of skilful questioning, moved quickly on to see the link between equivalent fractions, decimal fractions and percentages. The pace to this lesson, the clear explanations, the excellent questioning and appropriately high expectations all combined to promote very good progress. Where lessons have shortcomings, but are otherwise satisfactory, work is not matched closely enough to pupils' needs, particularly those of average and high attainers in Key Stage 1.
83. Teachers are familiar and secure with the National Numeracy Strategy guidelines, which they apply effectively. For example, the three-part lesson structure is soundly established and planning is good, although the mental oral start to lessons sometimes lacks pace and does not cover a wide enough range of skills. Teachers use appropriate vocabulary and pupils use this correctly from an early age. The main teaching activities are delivered effectively and pupils' groups are well managed and organised. There is an overdependence on worksheets, which are often unfinished and restrict opportunities for the application of skills to more practical, real-life situations. Mathematical games and investigations are not used enough in this part of the lesson in many classes.
84. At both key stages, pupils' ability to use information and communication technology to develop their mathematical knowledge, skills and understanding is good. The suite of computers is well used by all classes. There is, however, limited evidence of pupils confidently using their mathematical knowledge in other subjects.
85. The subject co-ordinator provides satisfactory leadership. She has a sound understanding of how numeracy is to be taught, but her influence is very limited throughout the school. She has very few opportunities to observe colleagues teach and planning is not analysed sufficiently critically. Assessment procedures are satisfactory and show what has been covered, but individual pupil's records do not follow a whole-school approach and are kept by teachers themselves in a variety of ways. The use of test results and teacher assessments to analyse strengths and weaknesses or pose questions, for example to find reasons for the low standards at the end of Key Stage 1, is unsatisfactory. Consequently, there is an overall lack of positive

action to tackle this situation by targeting pupils' learning in order to raise standards.

## **SCIENCE**

86. In 2000, standards, as shown by teacher assessments for pupils aged seven, were very low compared with all schools nationally and the average for similar schools, with the percentage of pupils achieving the expected level (Level 2) or above placing them in the lowest five per cent nationally. Pupils' standards in Year 6, as shown by the results of the 2000 national tests, were close to the national average and the average for similar schools. These results were a significant improvement on those of 1999.
87. Inspection evidence indicates that teacher assessments of pupils' attainments at the age of seven are too low and that pupils' attainments are below average overall, with a small minority of pupils working at higher levels. The current Year 6 pupils are attaining standards that are close to the national average, with a greater percentage of pupils working at the higher level (Level 5) than in 2000. The average standards at the end of Key Stage 2 are similar to those reported at the time of the previous inspection. Standards at the end of Key Stage 1 are lower than the average standards reported previously, but the present Year 2 class contains more pupils with special educational needs than in 1997. Pupils at Key Stage 1 make satisfactory progress from a below average base on entry into school. Pupils at Key Stage 2 make good progress, particularly in Years 4, 5 and 6. At both key stages, pupils with special educational needs benefit from the practical nature of many of the activities and the close attention they receive from teaching assistants and make good progress.

88. The quality of teaching and learning for the younger pupils is satisfactory overall. Pupils receive satisfactory teaching in knowledge and understanding of basic skills which provides them with a sound basis for work later on in the school. They begin to develop an awareness of the importance of carrying out investigations and experiments systematically and recording results carefully. For example, Year 2 pupils were observed studying the similarities and differences between some plants that grow wild. Pupils showed a good range of general knowledge of names of plants during the initial class discussion, including some interesting local variations. They then made careful observational drawings of specimens and labelled the main parts such as root, stem, leaf and flower. The vast majority of pupils took care with their drawings and the level of discussion amongst pupils in each group of pupils was good. Pupils made good progress in this lesson in learning that, although plants tend to have similar parts, they vary considerably in their size, shape and colour. The lesson was well resourced, which contributed to the good quality of pupils' learning. Scrutiny of pupils' past work shows that, although teachers plan well and choose interesting and motivating activities, they do not expect enough of pupils and this is the main reason why standards are no higher.
89. Older pupils build successfully on the interest and motivation established at Key Stage 1 and the rate of progress steadily increases. Progress is particularly good in Year 6, where the teacher's expectations are very high and pupils respond with enthusiasm to the challenges set. There is a strong emphasis in all classes on investigations and experiments as a means of extending knowledge and understanding. For example, some of the Year 3 pupils were observed working in the school science garden, recording details of the growth of runner beans. The teacher encouraged pupils to predict what might happen to some of the bean plants which had had some of their leaves removed. Pupils made sensible observations based on their previous knowledge and understanding of plant 'food factories'. Pupils benefited from the practical, first-hand experience of working in the garden and made good progress as a result. In a Year 4 lesson on conductivity, the level of discussion amongst groups of pupils was high as they predicted which materials would conduct electricity and which materials would not. Special needs pupils made good progress as they worked with a part-time teacher and there were genuine gasps of amazement and excitement when they discovered that, despite some views to the contrary, tin foil conducted electricity and completed a circuit. Years 5 and 6 pupils approach investigations and experiments with considerable seriousness. They record results carefully and show a good level of understanding of why certain conditions have to meet to ensure that results are valid and fair. By the end of Key Stage 2, the quality of group work is very good. Pupils organise tasks, take turns, share equipment and discuss results with considerable maturity. These very good attitudes to their work are a key reason why pupils make especially good progress in Year 6.
90. There are several important factors which contribute to the overall good quality of teaching and learning. Subject knowledge is strong and this helps

teachers to deal with pupils' questions confidently and authoritatively. This was evident in a Year 6 lesson about the human body as pupils studied a collection of human bones. They were highly motivated and interested and the teacher was able to deal well with their queries. This lesson also illustrated the importance teachers place on providing a good range of resources for pupils to make sure that there are no unnecessary interruptions to their learning resulting from having to wait for, or share, vital equipment. For instance, the Year 5 teacher had gone to great lengths to provide appropriate materials and equipment for pupils to investigate how much air was trapped in different soils and this made a significant contribution to the good progress pupils made in the lesson. Teachers make very effective use of teacher assistants to support the work of pupils with special educational needs and pupils benefit from working in small groups as a result. However, opportunities are missed to use science activities to provide special challenges for some of the particularly able pupils due to the tendency at both key stages for lessons to be whole-class based. There is potential, for instance, for the recent teacher assistant initiative to make a contribution in this respect.

91. The subject co-ordinator provides satisfactory leadership. He has worked hard to raise standards in the subject over time by encouraging teachers to make use of the school grounds and the science garden. The increased status of the subject and teachers' subject knowledge has resulted in a significant improvement in girls' attainment and progress over the last four years and there are now no significant differences in the performance of boys and girls. The use of assessment information is satisfactory. The co-ordinator is aware that more could be done to use assessment information more effectively, for example at Key Stage 1, but particularly to identify and focus more closely on specific skills and groups of pupils where improvement is required. The subject makes a very good contribution to the promotion of pupils' spiritual, social and moral development. Both teachers and pupils show evident pleasure as they experience the wonders of nature and scientific phenomena together. Satisfactory use is made of science activities to promote pupils' literacy, numeracy and information and communication technology skills, for example to write reports, construct tables and display findings in graphical form.

## **ART AND DESIGN**

92. Standards of attainment are above those expected for pupils of their age at both key stages. Pupils, including those with special educational needs, make good progress. These good standards have been maintained since the last inspection. The recommendation made in the last inspection report to develop further the use of sketchbooks has been effectively addressed and sketchbooks are now a feature of every pupil's work. They are used effectively to practise techniques and work out ideas before starting on a final piece of work.

93. By the age of seven, pupils are exploring and developing ideas through a range of media. In Key Stage 1 classes, pupils study the work of Vincent Van Gogh and then paint and draw, using pastels, their own sunflowers with sensitivity and enthusiasm. They work with clay to produce a display of detailed cats, and use the graphics program on the computer to create some very imaginative black and white pictures and patterns. They are beginning to use their sketchbooks effectively to record their ideas and decide how they might present future work. By the time pupils are eleven, they have experienced a wide range of techniques and skills and, as a result, are developing a critical approach to their own work. For example, they are particularly adept at selecting appropriate materials to create the necessary artistic effect. In Year 3, pupils create colourful weaving patterns as they study the Egyptians. In Year 4, pupils develop a sensitive, detailed approach to working with clay, as they carefully select natural materials such as leaves, ferns and cones to print with. Their detailed textile work depicting insects is of a good standard. In Year 5, pastels are used to create Aztec designs showing a good use of colour and form. Pupils' warrior drawings using waxed pastels show some very good smudging techniques, with the movements of well-defined warriors captured very effectively. In Year 6, these skills come together as pupils evaluate the process needed to create a picture of a Grecian urn, using sketchbooks to try out ideas and modify approaches. They investigate a range of pictures and use ideas from the past. The final product is accurate and well drawn.
94. The quality of teaching and learning is good. For example, pupils understand skills needed to achieve certain results through effective demonstrations of techniques by teachers, as well as by talented non-teaching assistants. Explanations are clear and pupils not only understand what they have to do, but also what the end product will be. For example, a group of Year 4 pupils working with clay knew the details of how to create good prints, but also they knew that their work would be fired in a kiln and used to make a tiling display. This gave them clear expectations of the final result and raised overall standards. Teachers provide pupils with good opportunities to try out their ideas and to work with a variety of media. They have very good resources and high expectations, which contribute to high standards of work from pupils of all abilities. Teachers successfully convey their enthusiasm to pupils who, as a result, are keen and who clearly enjoy this subject. Pupils concentrate very well on the task set and persevere with their ideas. They are confident and explain clearly how different results have been achieved. Pupils with special educational needs benefit from being able to express themselves freely in art and design activities, and teachers give them considerable encouragement to succeed as they paint and draw.
95. Classrooms are well designed for artwork with designated art bays and separate areas for working and this helps pupils to attain high standards as they work. Resources are of a very good standard, both in quality and quantity and are used carefully by the pupils. The subject co-ordinator provides satisfactory leadership. She has a good subject knowledge and the programmes of work have been clearly planned for each year group. There



has been no opportunity to monitor teaching and learning first-hand, but work is monitored through looking at sketchbooks and by collecting samples of pupils' work to add to a curriculum standards bank.

## **DESIGN AND TECHNOLOGY**

96. Only one lesson of design and technology was seen during the inspection due to the organisation of the timetable. However, evidence from talking with pupils and staff, looking at displays, photographs and pupils' design books shows that standards achieved by pupils at the end of both key stages are in line with the expectation for their ages. Pupils, including those with special educational needs, make satisfactory progress. Standards are similar to those reported at the last inspection. The school has successfully addressed concerns found at the last inspection. The provision for food technology has been improved and pupils now make controlled models at the end of Key Stage 2.
  
97. By the end of Key Stage 1, pupils know how to use appropriate tools to cut materials. They know several ways to join materials using glue and sticky tape and make sensible choices when making their models from a selection of cardboard boxes and different types of paper. They build models from an extensive range of wood and plastic construction kits. Some challenging kits include bolts, nuts, cogs and simple

pulley mechanisms. Pupils are beginning to understand the design process and talk about how to improve their models. They are beginning to explore how to program a simple robot toy. All pupils know how to handle tools safely. Good understanding of the design process was seen in Year 2 as pupils tested their wheeled toys.

98. By the end of Key Stage 2, pupils understand and apply their design knowledge to support a variety of activities and complete specific design challenges. They make good use of the computer to support their design tasks. A particularly successful use of computers is when groups of pupils discuss and evaluate their work on screen, for instance when designing cards and posters. Pupils explore and use a wide range of materials to make their designs, as seen in Year 3 pupils' weaving, based on the theme of 'under the sea'. Older pupils talk enthusiastically about their designs for pancakes and 'Cornish food for aliens'. In both of these activities, pupils considered the opinions of others and how they might improve the end product. They know about hygiene when preparing food and safety when using knives, cookers and tools for woodwork.
99. There is a clear policy and detailed guidelines for each year group, with recommendations and suggestions for design tasks and activities to develop pupils' skills and understanding of the design process. These are helpful for teachers when they plan their lessons and provide a good basis for the steady progression of skills between classes. The co-ordinator provides satisfactory leadership. She is in the early stages of developing assessment procedures for the subject. She gives effective support to her colleagues in lesson planning and regularly audits resources. She does not have the opportunity to observe colleagues teach to help her gain a greater awareness of the strengths and weaknesses in the subject. There is a good range of resources to support teaching and learning. These are stored safely, with equipment and tools in a good condition.

## **GEOGRAPHY**

100. The last time the school was inspected, standards in geography were above average at both stages. Unfortunately, only one class was undertaking geography during this inspection and there was very little written evidence of pupils' work available. However, it is possible to judge that standards are at least in line with the national expectations based upon discussion with pupils, teaching staff and the subject co-ordinator and a study of teachers' planning. Pupils, including those with special educational needs, make satisfactory progress.
101. There is a detailed scheme of work setting out what needs to be undertaken in each key stage. It is clear from talking to pupils that this programme of themes is being covered. Year 6 pupils used relevant vocabulary, such as erosion, estuary and longitude, when discussing the work they had undertaken. They talked knowledgeably about their study of Italy and its

capital city of Rome. They explained the food eaten and where it grew and listed a range of transport systems. They had undertaken a comparative study of village life in India with their own life in Padstow, listing similarities and differences. Year 3 pupils were seen studying the effect of water on the landscape and how it affects people's lifestyle. They were observing the physical features of the local river and the land around Padstow and could use vocabulary, such as flood plain, accurately.

102. The subject is well led and well resourced. The range of photographs available when studying the locality is impressive and there are some very detailed aerial photographs. Information and communication technology supports this curriculum area well. The co-ordinator is developing a bank of CD-Roms, based on a local study, for teachers and pupils to edit and use. There is a very good range of field trips organised to support geography and each year group makes a visit at some point in the year. The co-ordinator is enthusiastic about geography and joins many of the pupils on their field trips. When talking to pupils, it is clear that they enjoy this subject and remember enthusiastically many of the areas they have visited and studied.

## **HISTORY**

103. Standards in history throughout the school continue to exceed the national expectation. Pupils, including those with special educational needs, make good progress. Standards are similar to those reported at the time of the previous inspection. The subject continues to be well developed across the whole school and pupils enjoy producing work of a good standard.
104. By the age of seven, pupils develop their knowledge and understanding of past events and compare these with their present experiences. For example, Year 1 pupils compare the May Day celebrations of 1897 with those of today. Pupils in Year 2 show some understanding of the lives of people in the past. For example, they explain clearly about the lives of children in the past. They know about how children were sent down to work in mines and compare school life in Victorian times with life in school today. By the age of eleven, pupils have made good progress and have a well-developed understanding of the skills needed to be a good historian. In Year 4, pupils make good use of books and artefacts to find out about life in a Tudor household and successfully select and organise the information being sought. In Year 5, pupils learn what it is like to be an archaeologist. Pupils were observed taking part in a 'dig', very carefully using their brushes to uncover objects buried underground. In this lesson, the excellent preparation by the teacher and clear explanation of the objectives meant that pupils made very good progress in their understanding, not only of the life of the Aztecs, but more especially in the skills needed to be an historian. By Year 6, pupils of all abilities understand the need to interpret different source material. They study text, use the internet to search for information, watch videos depicting past life, for instance in Greek times and make clear comparisons with daily life in present day Athens. They select, organise and communicate the

information well and use other subjects, such as art and geography, to consolidate understanding and develop a greater awareness of the period of history being studied.

105. The quality of teaching and learning is good throughout the school and results in good progress taking place. Teachers plan lessons well, ensuring resources are not only appropriate but of a high quality. Teachers have a good knowledge and understanding of the period of history being studied, but also of the range of historical skills to be developed. This means that they teach with confidence and handle pupils' questions well. They make effective use of activities to promote pupils' literacy skills of reading and writing. At the end of Key Stage 2, the teachers' own enthusiasm, knowledge and love of the subject has a very positive impact on learning. For example, Year 6 pupils knew a range of facts about the life of the Ancient Greeks, and used correct vocabulary and gave clear explanations. Year 5 pupils talked eagerly about the work they had undertaken as archaeologists. Teaching is never less than good and at times it is excellent, leading to good quality of learning overall. As a result, pupils work hard and write and draw at length. Pupils' interest and concentration are very good at Key Stage 2 and, towards the end of the key stage, they acquire skills, knowledge and understanding very well. Effective use is made of visits and first-hand experiences such as the visit to a local Tudor manor for Year 4, and Aztec day, when Year 5 pupils dress up appropriately and re-enact the life style.
106. The subject co-ordinator provides good leadership. She is enthusiastic, talented and very knowledgeable about history. Her influence is seen in the provision of excellent resources and her overview of what is being planned. She does not have the opportunity to visit classrooms on a regular basis to monitor the quality of teaching and learning first-hand and this limits the extent of the impact her work has on standards. Procedures for assessing pupils' attainment and progress are satisfactory and help teachers and the co-ordinator to maintain a thorough coverage of historical themes and skills.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

107. It was only possible to observe one group lesson in information and communication technology during the inspection. This is not sufficient to make a secure judgement on the quality of teaching and learning. However, from observation of pupils' work and displays, and from talking with pupils and staff, it is evident that the standards of attainment at the end of Key Stage 1 are above, and those at the end of Key Stage 2, well above those expected of pupils of their ages. Pupils, including those with special educational needs, make good progress. Standards were reported to be good overall at the time of the previous inspection. The improvement at Key Stage 2 is because the school has responded well to the recommendations made in the previous report and now all aspects of the subject, including control technology and datahandling, are covered securely.

108. By the end of Key Stage 1, pupils are becoming independent users of information and communication technology. They are developing good keyboard skills. For instance, they use directional arrows to control and explore games. They make effective use of the mouse to manipulate graphic art programs to create cards and computer paintings. They understand how to save and retrieve their work on disk and how to use the printer. Many pupils carry out simple word processing activities well. They know that work can be presented in a variety of forms and many pupils confidently change the shape and size of print.
109. By the end of Key Stage 2, most pupils are confident, competent and independent computer users as they word process and carry out research. They enthusiastically and critically discuss, evaluate and develop their skills and tasks and use the computer as an integral part of their learning. Older pupils, with staff support, use the digital camera to extend their publishing activities and provide illustrations of geography field activities. Some pupils add computer generated pictures to their own articles and posters. Throughout the key stage, pupils are able to research CD-Roms effectively to support and develop their curriculum and personal work activities. They organise and reorganise text, enter and analyse data collected in school. They use appropriate size and choice of fonts and represent their information in different ways such as bar graphs and pie charts when showing pupils' favourite foods and pets. Due to technical problems, pupils were not seen using the internet and e-mail functions. However, there was sufficient evidence available to judge that they are competent in using these functions to support their learning. Very good work was seen in Year 5 as pupils each produce a multimedia presentation about an animal. Year 6 pupils are making their own multimedia presentation of several pages.
110. There was insufficient evidence to form a secure judgement on the quality of teaching. However, from discussion with pupils and staff, and scrutiny of planning and pupils' work, it is evident a very broad range of challenging and exciting opportunities are being provided for the pupils. Staff plan lessons well, following the detailed school policy and guidelines. The knowledge and growing confidence of all the staff, including the teaching assistants, is a major contributing factor to the high standards attained. This year, the school has introduced helpful assessment procedures using a published scheme and is at present reviewing their suitability.
111. The subject is managed very well by the co-ordinator, who has great enthusiasm and considerable technical knowledge and skills. Procedures for assessing pupils' attainment and progress are good because of his regular teaching of pupils from both key stages. The computer suite is well arranged and organised as an effective teaching and learning base. Each class is timetabled for the base and it is constantly in use by the pupils and staff. Each classroom has a computer and a wide range of quality software. The training needs of all staff have been identified, with the co-ordinator leading good quality school-based training. The strong emphasis placed on training

has been a key factor in maintaining high standards and extending pupils' learning.

## MUSIC

112. Standards at seven and eleven are above those expected of pupils of their age. Pupils, including those with special educational needs, make good progress. Standards of performance are particularly high and pupils at both key stages show confidence and enjoyment as they sing and play together in lessons and assemblies. Standards have made a satisfactory improvement since the previous inspection, largely as a result of teachers' increased subject knowledge and higher expectations of what pupils can achieve.
113. Pupils in Years 1 and 2 accurately beat the pulse in music and respond well to different styles and speeds of music. They sing tunefully and in time. By listening carefully, they successfully improve the accuracy of their responses. Year 2 pupils show a good awareness of the different sounds that can be produced from percussion instruments and use this skill to good effect in composing. For example, pupils were observed simulating sounds made by the weather on percussion instruments. They used tambourines for rain and drums for thunder and silence to represent sunshine. The level of discussion was good as they made suggestions on how the sounds could be improved. Pupils begin to develop an awareness of performing as part of a group at Key Stage 1 and this is extended very successfully at Key Stage 2. Years 3 and 4 pupils play tuned and untuned percussion in unison in a suitable variety of groupings and show good levels of co-operation as they link different rhythms and instruments. For example, Year 4 pupils were observed working hard to improve a performance of a song, 'This Starving Earth'. Pupils discussed various sounds and techniques with their teacher and decisions were made amicably and sensibly about additions and adjustments to the performance. Concentration and perseverance were very good as pupils focused on their contribution to the overall quality of the performance and, as a result, good progress was made during the lesson in improving the quality of playing and singing. Pupils in Year 5 sing songs in unison and two-parts well as a result of good skills' teaching and the high expectations of the music co-ordinator. By the end of Key Stage 2, the quality of pupils' performance in lessons is very good and boys and girls sing and play either individually or in groups with considerable confidence and expertise.
114. The quality of teaching and learning is good overall. The depth of musical expertise and subject knowledge amongst staff at Key Stage 2 is very good and this makes a significant contribution to the high standards. Relationships between teachers, teaching assistants and pupils are very good and, as a result, pupils know that their efforts will be appreciated by adults and other pupils. The confidence that this generates was observed in a Year 6 lesson, where several boys and girls volunteered to sing solo verses of a song. When they had finished, there was spontaneous applause and positive comments from their peers. Another aspect of successful teaching is the

planning of interesting and motivating activities which cover several parts of the curriculum in one lesson, for instance listening to and appreciating music as well as composing and performing. As a result of this good teaching, pupils show considerable enjoyment in lessons and in assemblies as they sing and play. They concentrate for extended periods of time and maintain high levels of effort throughout their lessons. All pupils are fully included in music throughout the school, including those with special educational needs, and this contributes significantly to pupils' cultural and personal development.

115. The subject is well led and managed by the co-ordinator. She is enthusiastic and knowledgeable and provides good support for teachers as they plan their lessons. Although the co-ordinator does not work full-time at the school, she enjoys a very good measure of support from her colleagues, who recognise the continuing quality contribution made by the subject to the life of the school. Recent subject national guidance is being evaluated and effectively integrated into the school's existing scheme of work. Associated assessment systems are being tried which are beginning to provide the co-ordinator with helpful information about the strengths and areas for improvement in pupils' standards. As a result, the co-ordinator is aware of the need to increase the opportunities for pupils at both key stages to record their compositions on paper with a range of symbols, called non-standard notation.
116. Music is promoted well through a range of measures designed to extend pupils' standards and enjoyment. Teachers often play a piece of music in classrooms, particularly after lunch-times, so that pupils can sit quietly and reflect for a few minutes before lessons commence. Music plays a major part in assemblies, where the standard of singing is often very good. The standard of recorder playing by pupils in the recorder club is very good. There is no provision at present for pupils to receive instrumental tuition on string or woodwind instruments and some parents at the pre-inspection meeting expressed disappointment that this was not available.

## PHYSICAL EDUCATION

117. Standards of attainment for seven-year-old pupils are in line with those expected of pupils of their age and they make satisfactory progress. Standards are above expectations by the age of eleven and progress is good. Pupils with special educational needs, and particularly those with physical disabilities, make good progress. The high standards in swimming reported at the time of the previous inspection have been maintained. Standards have improved overall since the previous inspection, largely due to an increase in the range of sporting extra-curricular activities available to pupils, particularly at Key Stage 2. The school is making effective use of national guidelines for planning and helpful assessment procedures are in place in all classes.
118. During the inspection, Key Stage 1 pupils were not observed in dance or gymnastic lessons, but in other activities, such as games and swimming, pupils show good control of their bodies and an awareness of others when moving quickly. Pupils make satisfactory progress in developing games skills. In Year 1, pupils develop throwing, catching and kicking skills using small and large balls. Higher attaining pupils keep a close eye on the ball and catch and throw with confidence, performing well for their age. Average and lower attaining pupils are less secure with a small ball, but try very hard to improve their skills. Boys and girls show satisfactory control of a large ball when kicking it towards a target. By the end of the key stage, pupils skip, run and throw confidently and are developing a satisfactory awareness of being a member of a team. Pupils benefit from resources of good quality and quantity in lessons.
119. By the age of eleven, well-planned challenging activities and consistently good teaching help pupils attain above expected standards. Pupils make very good progress at swimming. They develop good water skills and confidence in swimming on their fronts and backs. Many pupils achieve the required 25 metres, with a significant proportion of pupils achieving considerably greater distances and advanced swimming awards. Pupils' progress is effectively recorded on a computerised record sheet. In games and dance lessons, pupils benefit from teachers' secure subject knowledge and very good demonstrations of skills. The quality of teacher feedback on performance is good, although opportunities are missed for pupils to evaluate their own and others' performances. Lessons are well planned, with step-by-step progression of skills and many opportunities to practise and refine performance. In games activities, pupils are developing a good understanding of attack and defence tactics. By the end of the key stage, pupils show considerable maturity and sensitivity as they respond to the moods and emotions of music in dance lessons. For example, boys and girls in Year 6 were observed dancing with equal confidence and imagination to 'Rock Around The Clock' as they prepared a performance based on music from the 1960s.
120. At both key stages, pupils have a good understanding of the effects of physical activity on their bodies and the necessity to warm-up and cool down



as part of a lesson. Year 6 pupils have a very good understanding of how bones, ligaments and muscles function during exercise and use knowledge gained in science lessons well to take sensible care of themselves.

121. The quality of teaching and learning is good overall at both key stages. Lessons contain a wide range of interesting and motivating activities. As a result, pupils enjoy physical education lessons, work hard and work well together in small groups or teams. For example, Year 1 pupils were observed taking part with considerable enthusiasm during a swimming lesson. They responded well to the varied activities that their teacher involved them in and made good progress in their water confidence as a result. Teachers and teaching assistants are very successful at devising suitable ways for pupils with physical disabilities to be fully included in all lessons and show considerable sensitivity and skill in this respect. Teachers are good role models and clearly communicate their appreciation of physical education to pupils.
122. Teachers receive good support when planning their lessons from the experienced and enthusiastic co-ordinator who provides good leadership. She is developing a satisfactory awareness of pupils' strengths and skills requiring improvement through discussions with teachers and by looking at lesson plans. However, the co-ordinator does not have the opportunity to observe her colleagues teach and is aware that this limits her understanding of standards throughout the school. She works hard to make sure that pupils experience a wide range of extra-curricular activities, including participation in inter-school competitions and tournaments. The school has achieved several notable successes in football, netball and swimming events as a result. There are good links with local community sports clubs, and pupils benefit from visits by players from professional football clubs. Resources are of good quality and quantity and are well maintained, contributing significantly to the good quality of learning in lessons.

## **RELIGIOUS EDUCATION**

123. Pupils' standards at the age of seven and eleven are above those expected in the locally agreed syllabus for religious education. All pupils, including those with special educational needs, make good progress. Pupils at both key stages develop considerable respect for the feelings and beliefs of others and confidently express their views and opinions. Standards have made a satisfactory improvement since the previous inspection, mainly due to improvements in the quality of teaching and learning.
124. Pupils in Year 1 correctly name the main features of a Christian church, such as the font and the altar, and some of the characteristics of a Hindu temple. For example, as part of a project on special places, pupils were observed talking to a local Methodist minister as a follow-up to a visit to her church the previous week. Many pupils recalled details of what they had seen and the purpose of various artefacts and parts of the building. They asked a range of sensible, interesting questions and, as a result, made good gains in their knowledge and understanding of why the church is a special place for some people. The quality of learning was very good because of the interest and motivation created by the visit and the presence of the minister. Year 2 pupils

- develop a good awareness of special people and an understanding of the way particular qualities are worthy of admiration. Pupils were observed involved in a discussion of good quality with their teacher as they confidently offered suggestions and comments why certain people were, in their opinion, special. The teacher skilfully answered their questions and guided their thoughts so that, by the end of the lesson, they had made good gains in their knowledge and understanding.
125. The confidence that pupils gain at Key Stage 1 in talking about and reflecting on various aspects of religious education is effectively extended at Key Stage 2. Pupils know the story of some people, such as Grace Darling, whose faith and bravery sustained them in adversity and pupils begin to appreciate that faith can inspire individuals to remarkable feats. They show considerable respect for the beliefs of others and show a mature interest in the customs and traditions of other faiths and religions. For example, Year 5 pupils were observed learning about Judaism. They recalled in some detail the significance of various foods they had eaten as part of a Jewish meal during a previous lesson. They then studied an extract from the Old Testament which forms the basis of kosher and terefah foods in the Jewish religion. Pupils' involvement was very good and they showed a mature interest as they discussed the implications of Jewish attitudes to food and farming on daily life. By the end of Key Stage 2, pupils are knowledgeable and confident and use their previous knowledge and understanding well in discussions and written work.
126. The quality of teaching and learning is good overall. Teachers show good subject knowledge when planning lessons and leading discussions. Planning is very thorough and linked closely to the requirements of the locally agreed syllabus. They provide good role models because they are willing to discuss their own beliefs and views openly with pupils and this is a key factor in the good standards achieved at both key stages. For example, in the Year 1 lesson with the Methodist minister, a boy offered, without prompting, a moving description of the special place he had established in a corner of a field where he sometimes goes and sits. Another important reason for this openness was the very good relationship existing between the teacher and her class, a characteristic found in all classes in the school. Consequently, pupils are secure in the knowledge that their views and opinions will be valued. Pupils' attitudes to the subject are, therefore, good. They listen carefully, behave and concentrate very well. Teachers base their lesson plans closely on the agreed syllabus and pupils gain knowledge in a logical sequence as a result.
127. The subject is well led by the co-ordinator. She has effectively guided staff through the implementation of the revised locally agreed syllabus and the consequent resource implications. She provides good support and encouragement to teachers as they plan their lessons, including advice on suitable places to visit to extend pupils' learning. A good start has been made to the assessment of pupils' attainment and progress and the procedures are helping the co-ordinator to develop a satisfactory understanding of strengths and areas for improvement in the subject. She does not have the opportunity

to see her colleagues teach, which limits the depth to which she can analyse the effectiveness of teachers' planning and the quality of learning. Assemblies make a significant contribution to the standards achieved and the headteacher and all staff plan these with care, providing good opportunities for pupils to reflect on spiritual, moral and social issues. The co-ordinator has identified the need to make more effective use of religious education to develop pupils' awareness of life in a multicultural society because of the predominantly white culture and traditions of the local community.