

# INSPECTION REPORT

**ST CATHERINE'S CHURCH OF ENGLAND  
PRIMARY SCHOOL**

Launceston

LEA area: Cornwall

Unique reference number: 112021

Headteacher: Ms Sarah Chapman

Reporting inspector: Mrs Hazel Callaghan  
22254

Dates of inspection: 10<sup>th</sup> – 14<sup>th</sup> September 2001

Inspection number: 194010

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary aided
Age range of pupils:	4 – 11
Gender of pupils:	mixed
School address:	Moorland Road Launceston Cornwall
Postcode:	PL15 7HX
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Appropriate authority:	Governing body
Name of chair of governors:	Reverend Tim Newcombe
Date of previous inspection:	21 <sup>st</sup> April 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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22254	Hazel Callaghan	Registered inspector	History Geography	How high are standards? How well are pupils taught? Equal opportunities How well is the school led and managed?
19660	Deborah Pacquette	Lay inspector		Pupils' attitudes, values and pupils' personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
14509	Philip Mann	Team inspector	Mathematics Design and technology Music	How good are the curricular and other opportunities offered to pupils?
23080	Rob Isaac	Team inspector	Science Information and communication technology Art and design Physical education	
30677	Peggy Waterston	Team inspector	English	Special educational needs Foundation Stage

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

### **INFORMATION ABOUT THE SCHOOL**

St Catherine's Primary is a Church of England Voluntary Aided school that serves the local area of Launceston and the Deanery of Trigg Major. The school is of an average size for its type, having 215 pupils on roll at the time of the inspection. Fifty-two children attend the attached nursery. They live in a wide area around the school and most transfer to the main school in the term in which they are five. There were only ten children in the reception class at the time of the inspection with a further 25 due to be admitted in January, or after Easter, depending on their age. The older pupils are taught in seven classes each consisting of a single year group. The school follows the lead of the local education authority and admits pupils with a wide range of abilities and needs. On entry to the reception class the majority of children are working at standards generally in line with those found nationally. However, throughout the school 62 pupils have been identified as having special educational needs (32.9 per cent), which is a higher proportion than is found nationally. Of these pupils, nine have statements of special educational needs (4.8 per cent), which is well above the national average. Pupils' difficulties are of a wide range, including hearing impairments, emotional and behavioural difficulties, and mild and specific learning difficulties, such as dyslexia. The school's inclusive policy is a strong element of its philosophy, but the large proportion of pupils with learning difficulties has a significant impact on reducing the school's average score in the annual National Curriculum tests. There are no pupils from ethnic groups other than the UK and none with English as an additional language. An average proportion of pupils claim free school meals.

The inspection took place very early at the beginning of the school year when pupils were just beginning to settle into their new classes and teachers were getting to know their pupils and assessing what they understand and can do. This means that many of the usual procedures and range of activities to be found later in the year had not been fully introduced.

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

This is a good school with many strengths. The school is well led and the staff work well together to create an environment where pupils feel secure, well cared for and are enabled to make good progress in many areas of learning. Standards are generally in line with those expected, except in information and communication technology, where they are below national expectations. In reading, science, design and technology, music and art standards are often good. The quality of teaching is good and the school provides good value for money.

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

- Standards are good in reading, art and music across the school, and in science and design and technology at Key Stage 2.
- The school is well led and very well managed by the headteacher.
- The quality of teaching is good throughout the school, so that pupils make good gains in their learning.
- The procedures for supporting pupils with a statement of special educational need are very good.
- The school's procedures for promoting pupils' good behaviour and social development are very good.
- There are very good procedures for assessing pupils' attainment and progress. The information is used well to identify areas of weakness and develop strategies for improvement.
- School finances are used very well to promote school development and support pupils' learning.
- The school cares for the pupils very well so they feel secure, confident and valued. Relationships throughout the school are very good.

### What could be improved

- The standards attained in information and communication technology.
- The range of activities provided for potentially higher attaining pupils that would challenge their thinking and extend their understanding.
- The consistency of management in the Foundation Stage, and the approaches for teaching and expectations for children.

*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 previously inspected in April 1997. Since that time standards have fluctuated due to the changing proportion of pupils with statements of special educational needs in each year group. Pupils' achievement, however, has improved and in 2000 pupils' gains in learning through Key Stage 2 were well above those found nationally. In 2001, pupils' achievement was judged to be at least good, although national comparisons are not yet available. The quality of teaching has been effectively maintained. The key issues from the previous inspection have mostly been met, with the exception of raising standards in information and communication technology, although a lot has been achieved, particularly in the acquisition of information and communication technology equipment and the development of a computer suite. The range of learning opportunities provided in design and technology has been improved, resulting in rising standards. The roles and responsibilities of subject co-ordinators have been significantly developed and they, and governors, are now more involved in direct monitoring of the quality of education provided. Overall, there has been satisfactory improvement since the previous inspection.

### STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	C	A	C	C	well above average A above average B average C below average D well below average E
Mathematics	D	C	C	C	
Science	B	B	C	C	

The table above does not include the results of the most recent National Curriculum tests as the national comparative data is not yet available. The results of the tests in 2001, however, show that at the age of eleven, pupils achieved similar satisfactory standards in English to those gained in 2000. In mathematics and in science the proportion of pupils attaining the expected standard of Level 4 was similar to that in 2000, but the proportion of pupils gaining the higher standard of Level 5 has declined. The targets set by the school for pupils' attainment in English and mathematics in the 2001 tests were challenging, given the high proportion of pupils with statements of special educational needs in the year group (10 per cent), and they were not quite met. Standards at the age of eleven have fluctuated over the last four years due to the changing proportions of pupils with above average ability and those with special educational needs. Pupils' overall achievement through the school, however, is judged as good. During the inspection pupils in Year 6 were working at levels appropriate for their age in English and mathematics, but above those expected in many aspects of science.

Standards achieved by pupils aged seven in the 2001 tests showed good improvement on those attained in 2000, especially in English and mathematics. In reading the standards attained were good, with a good proportion of pupils achieving the higher standard of Level 3. Standards in mathematics and science were generally in line with the national standards of the previous year. Standards in writing also showed an improvement and were overall satisfactory. During the inspection it could be seen that the improving standards are being maintained and the majority of pupils were achieving standards expected for their age in writing, mathematics and science, with a good proportion achieving above the expected standards in reading.

Standards in art and music were above those expected at both key stages. Pupils' standards in design and technology are good at the age of eleven. All other subjects are generally in line with those expected, except in information and communication technology where standards through the school are below those expected.

### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Pupils are interested in their work and show good levels of attention and concentration.
Behaviour, in and out of classrooms	Most pupils behave well in lessons and around the school. A few sometimes find difficulties in playing together sensibly, but they respond well to the teachers' good support and guidance and try hard to improve their behaviour.
Personal development and relationships	There are very good relationships throughout the school. Pupils are responsive, and they respect and value each other's feelings and points of view.
Attendance	Rates for attendance are well above average. Pupils enjoy school and attend regularly. They arrive at school punctually and lessons start promptly.

### **TEACHING AND LEARNING**

<b>Teaching of pupils in:</b>	<b>Nursery and reception</b>	<b>Years 1 – 2</b>	<b>Years 3 – 6</b>
Quality of teaching	Good	Good	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.*

Teaching is good throughout the school. Consistently good practice can be seen in the nursery, and at the end of both key stages. A particular strength of the teaching is the very clear and comprehensive planning used by all teachers to support their lessons and ensure pupils' effective learning. Lessons are well organised and teachers have high expectations for pupils' good behaviour and attention, so that lessons are calm and purposeful, and pupils are able to concentrate effectively. Teachers work closely with the learning support assistants so pupils with special educational needs are enabled to tackle their activities and find success. Pupils' literacy skills are satisfactorily promoted in many subjects and teachers are very successful in stimulating pupils' interest and enjoyment of reading, which is having a positive impact on their standards. Pupils' numeracy skills are well taught in



mathematics lessons, but less attention is paid to promoting this aspect of pupils' learning in other subjects. Potentially higher attaining pupils, however, are not always given activities that challenge their ideas and extend their thinking. In the reception class, much of the teaching is of a good standard, but free choice activities do not have a sufficiently clear purpose so that children's learning is further extended. In information and communication technology, the lessons observed were satisfactory overall, but insufficient time has been given to promoting pupils' knowledge and skills across the curriculum to enable them to achieve the standards expected.

#### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is appropriately broad and pupils' learning is enriched through a wide range of visits and of various visitors to school. There is also a good range of clubs and out of school activities. The curriculum for information and communication technology, however, does not meet requirements.
Provision for pupils with special educational needs	The provision is good overall. Pupils are well supported in lessons by the experienced learning support staff. The school works very well with outside agencies and the provision for pupils with statements of special educational needs is very good.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	The procedures for promoting pupils' social development are very good and a particular strength of the school. The provision for pupils' spiritual and moral development is good. The provision for pupils' cultural development is satisfactory, overall. Opportunities for raising pupils' awareness of a multi-cultural society have improved, but are still underdeveloped.
How well the school cares for its pupils	Procedures for ensuring pupils' welfare and the quality of the pastoral care are very good. Staff respond well to pupils' individual needs and consequently pupils feel well cared for. Procedures for assessing pupils' attainment and progress are comprehensive and the information gained is used well to support future learning.

The headteacher and staff forge an effective partnership with the parents who are very supportive of the work of the school. Parents of pupils with special educational needs are kept well informed and involved in their child's learning.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides a clear vision for the future educational development of the school. The senior management team works well together and the school is very effectively managed. Most subjects are well led and managed by the co-ordinators.
How well the governors fulfil their responsibilities	Many of the governors are new to their role, but are committed to developing a good appreciation of the school's work and effectiveness. They carry out their responsibilities satisfactorily through an appropriate range of committees.
The school's evaluation of its performance	The staff are evaluative of their work and use a variety of strategies to judge their progress in raising standards. Data from tests and assessments are used effectively to identify weaknesses and to develop strategies for improvement.
The strategic use of resources	Very good. The school budget and additional grants are used very well to support the school's developmental priorities, and to ensure that good support and guidance are provided for pupils with special educational needs. The good number of learning support staff use their expertise to provide effective help to the pupils in their care. The headteacher uses the principles of best value effectively to judge the effectiveness of financial planning.

Resources for learning are good in most subjects. In information and communication technology the range of equipment is very good, but the new information and communication technology suite has not had time to have sufficient impact on raising standards.

## 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 majority of parents who responded are very supportive of the work of the school and pleased with their child's work and progress.</li> <li>Parents feel their children enjoy school.</li> <li>The quality of teaching is good and the care provided by staff is very good.</li> <li>The school is well led and managed.</li> </ul>	<ul style="list-style-type: none"> <li>A few parents of those who responded were not happy with the quantity of homework given to the children.</li> <li>Some parents would like to see a greater number and range of after-school clubs and activities.</li> <li>Some parents would like to be better informed about how their children are getting on.</li> </ul>

Only about a third of parents replied to the questionnaire and attended the parents' meeting prior to the inspection and so the data available is not necessarily representative of all parents' views. The inspection team endorses all the positive comments expressed by parents. The team observed good behaviour through the school, but there are pupils who find difficulty in maintaining good levels of behaviour in the playground, and the school works hard to support them and encourage their efforts to improve. The range of clubs and activities provided out of lessons is good, and pupils' interest and further learning is satisfactorily promoted. Homework is provided according to the school homework policy, which has been negotiated with parents. It is used well to support and extend pupils' learning in lessons. The school holds regular meetings with parents about their children's progress.

## **PART B: COMMENTARY**

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

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

1. On entry to the nursery, children exhibit a wide range of attainment, many being broadly in line with that expected nationally, but there are only a few children with above average attainment and a significant proportion below average, particularly in their communication skills. Children generally make good progress in the nursery so that on entry to reception most children are broadly average in their learning. Children's social skills and their early literacy skills in particular have been well developed. In the reception class children build satisfactorily on their previous learning so that most children achieve the standards expected in their personal, social and emotional development, their communication, language and literacy skills, in mathematics, knowledge and understanding of the world, and in their creative and physical development, by the time they enter Year 1.
2. Over the last four years, standards by the end of Year 2 and Year 6 have fluctuated in English, mathematics and science. This is significantly affected by the changing proportion of pupils with special educational needs in each year group. The school welcomes pupils with a wide variety of learning and behavioural difficulties and, although these pupils make at least satisfactory progress in their learning, the high proportion of pupils with statements of special educational needs reduces significantly the overall scores achieved by the school.
3. In the 2000 National Curriculum tests, pupils aged seven achieved standards well below average in reading and writing, and well below standards in mathematics. In the teachers' assessments, standards in science were also below average. These below average standards were reflected in the comparison made with schools with pupils from similar socio-economic backgrounds. In the more recent National Curriculum tests taken in 2001, standards have improved. Pupils' attainment in reading and mathematics were significantly improved, especially in the proportion of pupils achieving the higher than expected standard of Level 3. Standards in writing had also improved but there were still very few pupils achieving the higher level. In science, most pupils achieved the standards expected. The results of these tests have not yet been published and there were no national comparative data at the time of the inspection. Standards have improved since the National Curriculum tests taken at the time of the previous inspection.
4. During the inspection, the improved standards achieved in the 2001 National Curriculum tests were seen to be satisfactorily maintained, with standards in reading judged as above those expected, and standards in writing, mathematics and science being broadly in line with those expected for pupils in Year 2 at this early stage in the year. These improved standards are the result of the school's analysis of the areas of weakness in pupils' learning and the focused teaching to address the concerns as well as the different range of abilities in the year group.
5. In the 2000 National Curriculum tests pupils aged eleven achieved standards that were average in English, mathematics and science, and average when compared with similar schools. When compared with the standards they achieved in the National Curriculum tests when they were seven, however, pupils at eleven had made overall very good achievement, much better than was found nationally. In the more recent National Curriculum tests taken in 2001 a similar proportion of pupils attained the expected standard of Level 4, but the proportion of pupils attaining the higher

than expected standard of Level 5 had reduced. The results of these tests have not yet been published and there were no national comparative data at the time of the inspection. It can be seen that most pupils have made good gains in their learning, however, since they took the National Curriculum tests when they were seven. Standards have improved in English since the National Curriculum tests taken at the time of the previous inspection and are generally similar to those in mathematics and science.

6. The school's targets for pupils achieving Level 4 or better in English and mathematics reflect the changing proportion of pupils with special educational needs each year. In 2001 the targets were 83 per cent for English and 76 per cent for mathematics, which were below those found nationally and very nearly met. There were three pupils with statements of need (almost 10 per cent) in Year 6 and a further three pupils did not quite achieve the standards hoped for despite attending regular booster classes
7. Pupils with special educational needs make good progress through the school. Individual education plans for all pupils on the special needs register, including those with statements, have sharply focused targets so that progress can be readily assessed and targets modified to take pupils' learning further forward. Learning support assistants are effective in promoting interest and attention to the planned work. A few pupils whose behavioural difficulties compound their learning problems are well managed by teachers and support staff alike; this enables them to make good progress and ensures appropriate learning conditions for others in their class. Many pupils with statements of special educational needs make very good progress in achieving the targets set for them.
8. In art and music, pupils make good gains in their learning and achieve standards above those expected at seven and eleven. Pupils also make good progress in design and technology at Key Stage 2 and achieve good standards at the age of eleven. In geography pupils at Key Stage 1 also make good achievement in many aspects of their learning. In all other subjects, except information and communication technology, pupils make generally satisfactory achievement and attain standards that are broadly in line with those expected at seven and eleven. Standards in information and communication technology, however, are below those expected at both key stages and pupils make insufficient progress in acquiring the expected range and levels of knowledge and skills. Progress in learning in information and communication technology is improving, but not quickly enough at present either in information and communication technology lessons or in the use of information and communication technology to support learning in other subjects.
9. There is no significant difference in the standards achieved by the boys and the girls in any subject. The potentially higher attaining pupils, however, do not always make as much progress as they are capable of, particularly in the non-core subjects. They are not always provided with activities that sufficiently challenge their thinking and extend their learning.

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

10. The previous report found that pupils' attitudes to school and their learning were good. These good standards have been maintained throughout the school. Pupils continue to be motivated, and interested in their work. They participate well in the many activities of the school. This includes pupils with special educational needs, who also have positive attitudes to learning and are well integrated into the life of the school.

11. Pupils' behaviour in lessons, and when moving around the school, is good. There have been no exclusions in the past year. Lessons are usually calm and purposeful. There are a few pupils, in Key Stage 1 in particular, who during lessons cannot sustain concentration for very long periods and who find working independently difficult. These pupils' needs are being well identified and the school has clear and positive strategies for managing their behaviour. Teachers work closely with learning support assistants, volunteers and the special educational needs co-ordinator to ensure that the disruption to the rest of the class is minimal. Pupils respect and care for the school's property and environment and there is no litter or graffiti.
12. Pupils' are polite, friendly and courteous to visitors, greeting them warmly, holding open doors and offering directions when asked. When invited to do so, they speak freely about life in the school and willingly share their experiences. Pupils are honest and trustworthy. Pupils respond well to the way teachers reinforce good attitudes and behaviour through praise and rewards, and by their consistent and positive support of pupils' efforts.
13. The personal and social development of pupils is good. Pupils feel secure and follow school rules and class routines. They enjoy taking responsibilities when given the opportunity. For example, pupils successfully participate in environmental projects, school assemblies and delivering registers, and also play an active role as classroom and lunchtime monitors. When required to work in pairs or groups in lessons, most pupils do so successfully. They co-operate well with each other and share resources responsibly.
14. The relationships formed between pupils and pupils are very good. The relationships between pupils and adults are also very good. Pupils co-operate well in lessons and are often observed helping and supporting each other, especially at lunchtimes when older pupils help the younger ones by cutting up their lunch and helping in various ways. The good relationships also extend between pupils and the classroom support staff and volunteers. There is a good degree of harmony in the school. Pupils are tolerant with each other and show respect for each other. This is a strength of the school.
15. Pupils' attendance is very good and well above the national average. Pupils enjoy coming to school and are punctual. The school's comprehensive policy on ensuring pupils' good attendance has resulted in a number of effective strategies to maintain this record. Pupils' very good attendance and punctuality make a positive contribution to the quality of learning in the school and this is another strength.

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

16. The inspection took place very early in the school year, at a time when the teachers are beginning to build relationships with their class and to assess what the pupils already know and understand. At this stage of the term lessons do not always have the flow and pace that is evident when pupils and teachers know each other well and so judgements on the quality of teaching are based on the lessons observed, on the response of pupils to their learning and on the quality of work produced over the previous year. From this wide range of evidence it is judged that the quality of teaching is good throughout the school and has enabled pupils to make at least satisfactory progress through the year and in many classes, in some subjects such as reading, science, design and technology art and music, pupils have been enabled to make good gains in their learning. During the inspection, almost all lessons were satisfactory or better and six out of every ten lessons were either of a good or very good standard. This is a similar to the quality found at the previous inspection.

17. Teaching in the Foundation Stage is good overall. All the lessons seen in the nursery were good. Staff work well together and provide a rich range of learning opportunities that promote children's literacy and numeracy skills, stimulate children's awareness of the world and effectively promote their personal and social development. A significant proportion of lessons in the reception class were also good. A weakness in some of the reception class lessons was that children were engaged for some of the time in activities that lacked a clear learning focus and the opportunity was not used to further develop their skills and knowledge. All staff liaise well with children's parents, exchanging information and involving parents in their children's learning through the home/school reading arrangements. Staff in the Foundation Stage plan together, ensuring that lessons take into account the 'Stepping Stones' towards the standards expected (Early Learning Goals) for each area of learning. As a result, planned activities systematically build upon children's previous learning.
18. At Key Stage 1 the teachers build effectively on the knowledge and skills developed through the Foundation Stage. Teachers spend time helping the pupils to adjust and by the end of the first week, most have settled well into the new ways of working and are developing satisfactory levels of concentration and perseverance. By the age of seven, the quantity and quality of pupils' work shows that teachers have high expectations for the pupils' effort and effective learning.
19. At Key Stage 2, teachers' high expectations for pupils' good behaviour and involvement in their work is apparent in all lessons. The lessons are well organised and pupils' activities are well managed. Pupils of all abilities are provided with opportunities to learn and make at least satisfactory progress. A particular strength of teaching throughout the school is the comprehensive and detailed planning that underpins lessons. Teachers have clear aims for the pupils' learning, which they share with the pupils, so that they are able to focus on the work ahead. This has a positive impact on pupils' attitudes to learning so that the youngest pupils wanted to know what 'Wilf the Wolf' expected them to learn. Older pupils are encouraged to evaluate how well they have met the aims of the lesson, which stimulated their awareness of their own progress. This aspect of self-evaluation is also promoted in design and technology, enabling pupils to explore how they could have improved their work and so achieve a higher standard next time.
20. Throughout the school, support staff are used well to support pupils, and give them encouragement and help. They are well informed about the aims of the lesson and often provide informal feedback on how well the pupils have tackled their activities and achieved success. Resources are also used well by all teachers to stimulate pupils' interest and further promote their knowledge and understanding. In Year 6, a very good range of books on the Tudors was provided as an initial exploration of the period, its monarchs, the customs and the lives of the people. The pupils enjoyed this opportunity to delve and were fascinated by the range of information available, particularly on the section on crime and punishment.
21. The quality of teaching in English is generally satisfactory through the school. The teaching of reading is, however, good. The use of the 'Reading Roundabout' session in each class every day gives pupils a regular opportunity to develop their reading skills. Most teachers develop the session well, which stimulates pupils' enjoyment of reading and their pleasure in sharing their interest and enjoyment with others. Teachers have a satisfactory focus on developing pupils' writing skills through other subjects. The teaching of mathematics and, in particular, pupils' numeracy skills, is generally good. All teachers have at least a satisfactory understanding of the National Numeracy Strategy and of the concepts that need to be taught. Generally, this enables teachers to provide clear explanations, which help pupils to understand that

often there is more than one way to solve a problem. Pupils' numeracy skills are satisfactorily developed in other subjects, such as science, design and technology and geography. Pupils' investigative skills are well promoted in science, enabling pupils to develop their own ideas about how to explore theories and test predictions.

22. In information and communication technology, the quality of teaching overall is judged as unsatisfactory. The standards achieved are below those expected and pupils' gains in learning have been slow. When teachers use the computer suite, teaching is at least satisfactory and is sometimes good. During the inspection, there were a few occasions when computers were used to support pupils' learning, such as in a mathematics lesson in Year 2, in history lessons in Year 6 and by a group of pupils with special educational needs, but there were many occasions when computers lay silent and unused. Pupils have not used information and communication technology sufficiently to support their learning in other subjects. They are sometimes given the opportunity to word process their work in English lessons and to use their work on graphs to support their work in mathematics and geography, but generally the use of information and communication technology as an additional learning resource is underdeveloped.
23. Throughout the school, activities provided in English and mathematics lessons are well matched to pupils' learning needs. In other subjects, the potentially higher attaining pupils are expected to write at greater length and complete more work than other pupils. Opportunities for independent research also give them the opportunity to develop their knowledge further, but they are not given sufficiently different activities from the rest of the class that challenge their thinking and extend their learning.
24. The teaching of pupils with learning difficulties is usually good. Pupils with statements of special educational need are well supported by specialist staff and are appropriately withdrawn from some lessons so that their needs can be met and targets in their individual education plans addressed. Teaching is at its best when pupils are working on tasks that build effectively on their prior learning. Sometimes pupils are expected to join in with class activities, which are inappropriate for their needs. They are not always given opportunities of simpler work, to enable them to complete the task on their own and so develop their independence and self-esteem. There are inconsistencies across classes in the ways in which learning opportunities, related to targets in individual education plans, are addressed. Learning support staff are good at assisting class teachers in providing worthwhile learning opportunities for these pupils. They are experienced and know the pupils well. Liaison between teachers and support staff is good and has a positive impact on pupils' learning.
25. During the inspection teachers were making effective use of a variety of ways to assess their pupils' previously acquired knowledge and skills in order to judge where they need to focus teaching in future lessons. Although good levels of information are passed on from the previous teacher, the summer holidays always have the affect of dimming the memory and the need to assess concepts that are secure and those that need consolidation is well understood by all teachers. From the pupils' previous work it can be seen that the quality of teachers' marking is inconsistent. All use praise to encourage pupils' effort and recognise good work, but not all provide targets for future work or explanations on how pupils can improve their work. Homework is given regularly and has a strong emphasis on reading. The school has developed the homework policy after discussions with parents, and the wide variety of tasks is used well to support pupils' learning in lessons. Activities for pupils with special educational needs are well chosen to support them in working towards their individual learning targets.

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

26. The curriculum for children in the Foundation Stage is appropriately broad and effectively balanced. Staff in the nursery and reception class plan together ensuring that lessons take into account the recommended Stepping Stones towards the Early Learning Goals for each area of learning. As a result, planned activities systematically build upon children's previous learning.
27. Since the previous inspection the school has maintained a satisfactory curriculum that provides for the pupils' intellectual, physical and personal and health development throughout the school. Overall the curriculum for pupils in Key Stage 1 and 2 is broad, but it lacks balance, as the appropriate range of learning opportunities is not yet in place for information and communication technology. The school has met the majority of the key issues raised in the previous report in connection with curriculum provision except in information and communication technology, which does not meet statutory requirements.
28. The curriculum is planned systematically and there is rigorous long, medium and short-term planning. This planning takes account of the varying abilities of all pupils, although the challenge for the high achieving groups is not always sufficient and this has a negative effect on their progress. There have been improvements in planning the curriculum through the adoption of schemes of work for all subjects. These have enabled better progress to be made in design and technology and in geography. Teachers are implementing the National Literacy and Numeracy Strategies successfully. There is an appropriately high focus on the teaching of literacy and numeracy throughout the school though the implementation of the National Literacy and Numeracy Strategies has reduced the proportion of time spent on certain subjects such as science and music. Other subjects also do not have as high a proportion of time allocated as at the previous inspection, as is the case nationally.
29. All pupils have equal access to the full curriculum and are fully integrated into the life of the school and its various activities. The school makes good provision for pupils with special educational needs and they make good progress. The provision for pupils with statements of special educational need is very good, maintaining the standard of provision recognised in the previous report. Other pupils with special needs are well provided for from the Foundation Stage through to the end of Key Stage 2. Their individual learning plans have well-focused targets. The pupils are well supported and so have full access and entitlement to the National Curriculum where it is appropriate for their learning needs.
30. There is good provision for extra-curricular activities that offer a balance between sporting and creative opportunities. Throughout the year the range of clubs and activities may change, for example the choir for Years 5 and 6 meets to rehearse for musical productions before Christmas and Easter. Folk singing, recorder, art, computing, football and netball are some of the further opportunities available for pupils throughout the year. There is a 'Learning Together Club' that involves pre-nursery children and their parents, which provides a link between school and home. Pupils enjoy many visits to places of interest such as the Lost Gardens of Heligan and the Bishop Forum Activity Centre.



31. Pupils' learning benefits from the good links made with the local community. The school is a member of the cluster of the local schools and teachers meet regularly to support each other on curricular developments. Local industries are now more involved in providing sponsorship for a range of initiatives, which is an improvement on the time at the previous inspection. Many visitors come into the school to share their knowledge and expertise with the pupils. A tennis coach, for example, has worked with pupils in Key Stage 2. A local storyteller is a regular visitor and Malcolm Hinchcliffe visited for a day and demonstrated a variety of musical instruments. The school's very good links with the church also enhances the pupils' knowledge and stimulates their spiritual awareness.
32. The school's overall provision for pupils' spiritual, moral, social and cultural development is good. Teachers make good arrangements for pupils' spiritual and moral development, and promote pupils' social development very well. The provision for pupils' cultural development is satisfactory.
33. The headteacher, staff and governors are successful in meeting the spirit of the school's strong Christian aims and values, which is central to the school's philosophy. Working together, they have created a caring ethos and are very successful in including all pupils in the life of the school. As a result, most pupils make good progress in their work, in their growing self-confidence, and in their relationships. Teachers strive hard, with some success, to help pupils attain positive self-images. They plan and teach lessons where many pupils experience success, and they help pupils explore the values and beliefs of others whilst showing respect for, and valuing, pupils' own ideas. In assemblies pupils are given opportunities to reflect on their own feelings and beliefs, but there are only a few opportunities provided for pupils to understand better non-Christian religious traditions. This is because teachers follow the guidance given by the governing body on the content of the religious education curriculum within an Anglican Church of England school.
34. Teachers help pupils to gain a greater awareness of the wonders of the world through science lessons where they study growing plants, and through the use of the school's Wild Garden, as well as through art. Art portfolios display an innovative focus upon life and show that pupils are given a wide range of artistic experiences. Pupils have created lovely rubbings of autumn leaves on paper using colour-matched crayons.
35. Acts of collective worship are often thoughtful times when pupils' spiritual awareness is developed. Teachers choose suitable themes that help pupils reflect upon their experiences. The choice of music for the start and end of assemblies is stirring or reflective as appropriate, but teachers sometimes miss the opportunity to draw attention to musical themes or to compare them with other elements of worship. Religious education and other subjects in the curriculum, such as English and science, help pupils to reflect upon life, and the feelings and beliefs of others. The school meets the statutory requirements in its daily acts of collective worship.
36. Teachers promote moral education well throughout the school. They highlight wholesome, moral values, which permeate the school's life. They help pupils to make good decisions based squarely upon the principles that distinguish right from wrong. Teachers provide good role models. School rules are displayed in some classrooms and corridors, and remind pupils what is expected of them and as such contribute to their moral development. Opportunities are made for older pupils to discuss moral issues and to develop a strength of purpose about what they think is right and what is wrong. This is supported through home-school agreements about the right and wrong use of the Internet.

37. The provision for social development is very good. Teachers provide many opportunities for pupils to develop positive relationships and a better social understanding. The variety of school visits and residential trips helps pupils to relate positively to one another and to their teachers. They learn how to adjust their behaviour to suit different occasions, and how self-discipline is important. During lessons there are many opportunities for pupils to work collaboratively and co-operatively. The school also helps pupils develop a sense of responsibility through the appointment of special helpers for lunchtimes and in class activities. Teachers discuss how to act considerately with pupils in assemblies and in occasional discussion groups known as circle times. Teachers help pupils with low self-esteem by taking a positive attitude to all their achievements, celebrating them all in a variety of ways. In their everyday dealings with pupils, teachers and other adults show concern for their welfare. Consequently, many pupils feel valued members of the school community and respond by showing care to each other.
38. Teachers create satisfactory opportunities for pupils' cultural development. The curriculum, in subjects such as art, music and geography, enables pupils to become more aware of the traditions of different world cultures and faiths. Teachers in Year 2 and Year 4 take the opportunity to raise pupils' awareness of their own Cornish cultural heritage and those of others. Records of school visits to the Lost Gardens of Heligan and the Trewortha Iron Age Camp, reveal how teachers seek to enrich and broaden pupils' experience of different environments and cultures. Teachers ensure that pupils have the opportunity to experience the culture of contemporary Britain, but the school does not promote multi-cultural understanding and racial tolerance to a sufficient degree. Visitors such as the African Drummer, however, enrich pupils' cultural understanding, for instance, by helping them to appreciate the music and art of Africa.
39. Overall, the school has maintained the overall quality of spiritual, moral, social and cultural development since the previous inspection.

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

40. Most children are admitted to the school after spending time in the nursery, which also serves other schools in the area. The staff in the nursery have comprehensive arrangements to ease children's admission into a school environment. These include pre-school visits and an after-school club, and home visits are offered to parents of children about to start school. The four children who arrived for the first time during the inspection did so with confidence, demonstrating the effectiveness of the procedures.
41. In both the nursery and the reception classes children are introduced to the routines and expectations of the school in a warm and sensitive manner. Throughout the school the pupils' pastoral care is very good as it was at the time of the previous inspection.
42. The school's procedures for child protection and ensuring pupils' welfare are very good. There is a staff member with overall responsibility for child protection and all members of the staff team are trained and are aware of lines of accountability. Pupils receive very good levels of supervision by staff during the entire school day. The provision for medical care and first aid is good. The school undertakes regular routine checks of the premises to identify and eliminate any health hazards. A rolling programme of maintenance is in place and is being implemented adequately. The school has effective measures to ensure that it cares very well for its pupils.

43. Procedures for monitoring and improving attendance are very good. They are systematic and well implemented. The school uses good strategies to encourage good attendance. For example, attendance is monitored weekly and targets are set and regularly reviewed. Also, regular contact with the Education Welfare Officer and follow-up letters to parents are organized.
44. The school has very good procedures to monitor and promote acceptable behaviour and to eliminate bullying. These have a positive impact on the attitudes and behaviour of pupils. Self-discipline and inclusion are promoted through a variety of strategies that involve rewards and sanctions, one-to-one counselling, and comprehensive individual educational plans. These outline in a positive way the school expectations of pupils' behaviour, and they make a very significant contribution to the standard of behaviour throughout the school. Parents support the view that the school works hard to promote good behaviour.
45. Educational and personal support and guidance in the school are very good. They are consistently of a high standard and take account of parents' and pupils' views. Pupils have reading records that contain written comments from parents. The school offers good pastoral care for its pupils. Parents support the view that the school cares effectively for their children.
46. The school identifies pupils with special educational needs effectively and provides good support. Liaison with outside agencies is well established and is particularly effective for pupils who are hearing impaired. The special needs register is up to date and provision for pupils with statements is in place. Assessment of the progress of pupils at the various stages on the register is well managed and ensures pupils make good progress.
47. Since the previous inspection the school has formulated and agreed a policy for assessment, recording and reporting; this is sufficiently detailed to ensure consistency of practice throughout the school. The policy underpins the comprehensive tests and procedures for monitoring pupils' attainment and progress, which have been in use for some time. Careful records of children's progress towards the Early Learning Goals are maintained throughout the Foundation Stage so that children's progress can be tracked, and activities planned, which effectively build on children's previous learning. The statutory baseline assessments are administered during children's first half term in the reception class and again at the end of the reception year. Useful profiles are maintained containing annotated examples of children's work. In addition to baseline assessments on admission, and statutory tests administered at the ages of seven and eleven, other nationally recognised tests are carried out annually and individual progress is tracked. This monitoring enables the school to address the needs of any pupils who make less than expected progress, and informs predictions about attainment at the end of Year 6. Detailed analysis of results to help the school identify the progress of particular groups of pupils is developing. Pupils' individual records of achievement provide comprehensive evidence of progress as they move through the school. Recent work samples are well annotated and identify strengths and weaknesses in particular pieces of work. They do not always indicate National Curriculum levels of attainment.
48. Pupils' papers in the statutory tests for eleven year olds are analysed so that any general weaknesses can be identified and the curriculum modified in subsequent years. Assessment is used well in English and mathematics to identify pupils with special educational needs and to inform planning for lessons, so that pupils are

taught appropriately for their abilities. In science and information and communication technology, and in non-core subjects, assessment is less well developed and is insufficient to ensure that activities are well matched to pupils' previous learning. The results of assessments are used to inform the allocation of learning support staff so that groups of less able pupils are well supported. Targets for pupils with special educational needs are clear and measurable. Individual targets of a broader nature are shared with pupils and parents in the autumn term and pupils evaluate their progress as the year proceeds.

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

49. Parents' views of the school are good. They are pleased with the school and the progress that their children are making. They feel welcome in the school and a part of the school's community and their children's learning. Most parents feel that the school is well led and managed and their children are making good progress. A few parents of those who responded to the questionnaire were not happy with the quantity of homework given to the children, however it is in line with the school policy, which was discussed with parents. Some would like to see a greater number and range of after-school clubs and activities, although the inspection team felt that the number and range were good. The quality of links between the home and the school are generally good, and parental contribution to pupils' learning at school and home is good. This is done mainly through the many parents who help in the school, the home-school schemes, workshops for parents and homework schemes.
50. The school actively encourages parental involvement. Parents are happy with the daily activities of the school and the 'open door' policy that is in operation. Some parents participate as volunteer helpers in the school. The school has a Parents' Association, which is successful in fundraising and organizing social events. Parental involvement has a good impact on the standards of pupils' education.
51. In general, information provided for parents is good. Parents receive regular letters, newsletters and reports about their children's progress and are invited to open evenings and other meetings. Parents are well inducted into the school, especially in the nursery where they are invited to undertake the 'learning together' programme, which is a comprehensive way of introducing parents and pupils to the school. The current governors' annual reports to parents and prospectus meet statutory requirements, but would benefit from illustrations or photographs that act as an additional record of the work of the school.
52. Teachers maintain good contacts with parents whose children have special educational needs. All parents are encouraged to be involved in their children's learning. They receive early notification of their children's needs and are kept fully informed. They usually take part in formal review meetings.

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

53. The headteacher provides a clear educational direction and very good management of the school. She is well supported by the deputy headteacher and assistant headteacher who together provide an effective team to lead the school forward. The headteacher has successfully built a committed team of staff that works well together to meet the aims and values of the school. There is a positive ethos in the school; relationships are very good, and pupils feel secure, confident and well cared for.

54. Improvements since the previous inspection are satisfactory overall. Generally standards have been maintained, but there has been some fluctuation in standards over the last four years because of the changing proportion of pupils with special educational needs in each year group. Pupils continue to achieve well, particularly at Key Stage 2 in English, mathematics and science. The good quality of teaching has been maintained even though many of the staff have been appointed since the previous inspection. The concerns from the previous inspection have been mostly met with the exception for raising standards in information and communication technology. Assessment procedures are comprehensive and the use of information from tests to develop the curriculum has been significantly improved. The range of learning opportunities provided in design and technology and teachers' expertise have been improved, resulting in pupils' good progress and rising standards.
55. The roles and responsibilities of subject co-ordinators have been significantly developed and they, and governors, are now more involved in direct monitoring of the quality of education provided. Co-ordinators have clear responsibilities that most carry out well. The management of the curriculum in most subjects is good and has resulted in very comprehensive planning that effectively underpins the teaching. All co-ordinators have started to monitor the quality of teaching and pupils' learning in their subjects. This process is under review and a more manageable rolling programme is being planned, as the headteacher recognises the strain it places on teachers and the disruption caused when co-ordinators are out of their own classes.
56. The National Literacy and Numeracy Strategies have been effectively implemented and pupils' literacy and numeracy skills are being satisfactorily promoted across the curriculum. All teachers have been monitored in their teaching of English and mathematics and the results have been used to develop teachers' skills further and promote an evaluative ethos in which staff are committed to improving the quality of education provided and to raising standards.
57. The leadership of the special educational needs provision is very good. The assistant headteacher is the school's special needs co-ordinator. She manages all the administrative arrangements well, monitors the work of teachers and learning support assistants, and ensures that pupils with special needs make appropriate gains in their learning. Good progress is being made towards the implementation of the revised Code of Practice for Special Educational Needs. The guidance provided by the experienced learning support assistants in each class is an essential part of this good provision. The expertise they provide, and the very good working relationships created between them and the class teachers, ensure that pupils with special educational needs make good progress in their learning. The headteacher and staff are sensitive to the needs of all pupils and try to ensure there is an inclusive provision for all.
58. The introduction of the new recommended areas of learning for the youngest children has been satisfactorily managed. The teachers in the nursery and reception classes work well together, but the Foundation Stage is not sufficiently managed as a unit and as an integral part of children's learning in the school. As a Deanery Nursery it has separate admission criteria to that of the main school, but both the nursery and reception classes provide the learning for children in the Foundation Stage and they would benefit from a more cohesive approach in both management and teaching. Leadership of this area of children's learning is not sufficiently clear with the result that there are some inconsistencies in teaching approaches. Resources are only satisfactory, whereas they are good in the rest of the school.

59. The headteacher and senior management team effectively analyse the data from the National Curriculum tests and other assessments to look for trends and to identify areas of weakness so that strategies for improvement are implemented. Teachers are also expected to evaluate the results of assessments made in their classrooms and to target areas for improvement. In English, for example, pupils' inferential skills in reading and note taking were recognised as areas of weakness and teachers are now focusing on these areas. This focus was seen to be having a definite impact as teachers are directing their questioning and activities towards the development of these skills. The school recognised that mathematics was a weak area and the school welcomed the support of the local education authority and introduced a number of strategies, which have led to the raising of standards. The weakness in information and communication technology was also recognised by the school and many aspects have been improved with the appropriate allocation of government grants. There have been difficulties outside the school's control, but progress is now being made if not sufficiently fast enough to ensure pupils' are making good gains in their learning.
60. The school development plan is comprehensive with all staff contributing to its targets for improvement. The whole-school targets for action are accessible and manageable, and many of the criteria by which success is evaluated are directly linked to the raising of standards. The school development plan also sets out the priorities for development for all subjects. Co-ordinators develop their own action plans for the coming year based on a review of their subjects. The plans sometimes lack supportive detail in terms of a clear progression in the action to be taken or clear criteria by which to judge success, but they show the teachers' progress in developing their management role. Appropriate links are made with the school financial planning to ensure that costs of these plans are met.
61. The school benefits from a well-informed governing body that carries out the majority of its statutory responsibilities satisfactorily. Many of the governors are new to their role, but are developing an awareness of their responsibilities and a sound understanding of the school's strengths and weaknesses. They have effective procedures for monitoring the budget. The headteacher makes good use of the data available to apply the principles of best value and governors satisfactorily evaluate the effectiveness of their spending decisions. The day-to-day management and control of the budget is very good and the school's priorities for development are effectively promoted through the efficient allocation of funds. The grants available for information and communication technology and additional funds for the support of pupils with special educational needs are used well. General administration is smooth and efficient and there is always a warm welcome and friendly greeting to be found in the school office.
62. Overall, the range and number of resources are good and are used effectively to promote pupils' learning. There are adequate resources for learning in all subject areas, with strengths in English, mathematics, science, art, and design and technology. Resources for information and communication technology are much improved and the computer suite has recently been finished providing overall a very good range of equipment and software. Those resources used to support the learning of pupils with special educational needs are also good. The literacy hour has been well resourced with a very good range of big books for shared reading, and sets of books for group use. Resources in the Foundation Stage are generally satisfactory.

63. The school has a good number of teaching staff whose qualifications and experience match the demands and range of the National Curriculum. Good use is made of senior and experienced staff to act as key stage leaders, and teachers' expertise and interests are used in the management and co-ordination of all subjects, the Foundation Stage and special educational needs. The school is in the process of achieving its Investors in People Award and has developed strategies for ensuring good levels of communication and personal development for its staff. It has good procedures for the formal performance management of teachers, which include targets based on the evaluation of their pupils' work. Arrangements for the professional development of staff reflect both the identified needs of the school and the personal needs of the staff, and teachers and support staff regularly attend a wide range of relevant training courses. The school has good procedures for the induction of new staff, who feel welcomed and well supported.
64. The school has ample accommodation for numbers on roll, and pleasant grounds that provide good opportunities for learning. The accommodation for children in the Foundation Stage is adequate. The nursery is bright and welcoming and the available space well organised and used. The secure outside play area is used well to complement the activities, which take place inside, but the space is rather restricted and is of an awkward shape. The reception classroom is spacious for the present number of children, but must be somewhat restricted once all children have been admitted in the summer term. Reception children do not have access to a secure outside play area and the school is considering ways to address this. Pupils enjoy a large and well-maintained outdoor area. The school's accommodation is cleaned well and kept in good condition by the Premises Officer and other members of the staff team. Classrooms, the hall and corridors are decorated with displays and examples of pupils' work that provide a stimulating environment for pupils' learning. The hall is well used for a number of activities. It is too small for the number of pupils in the school, which causes some organizational difficulties.
65. Taking all sources of evidence into account, such as:
- the average standards when children enter reception, their often good progress through the school that results in standards that are above average in reading and mathematics by the age of eleven,
  - the good progress of the high proportion of pupils with special educational needs, and the very good progress of those pupils with statements,
  - the overall good quality of teaching,
- compared with the above average unit costs of running the school, (a result of the additional funding for pupils with special educational needs), it is judged that the school provides good value for money.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise standards further, the governors, headteacher and staff should:

1. Improve the provision for pupils' learning in information and communication technology by:
  - a. Ensuring teachers develop good expertise and confidence in teaching information and communication technology;
  - b. Ensuring that the teachers have access to all resources needed to teach each required element of the information and communication technology curriculum;
  - c. Providing an appropriate range of opportunities to use pupils' skills and knowledge of information and communication technology in all other subjects.  
(see paragraphs 127-136)
  
2. Develop clear leadership for the new Foundation Stage so that there is consistency of expectations and approaches to developing children's knowledge and skills, so that good progress is maintained in both the nursery and reception classes.  
(see paragraphs 17, 58, 78)
  
3. Ensure that the potentially high achieving pupils are given good opportunities to use their knowledge and skills in challenging activities that extend their understanding and so raise standards of attainment.  
(see paragraphs 9, 23, 117,124)



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	56
Number of discussions with staff, governors, other adults and pupils	23

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	27	23	1	0	0
Percentage	0	9	48	41	2	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	189
Number of full-time pupils known to be eligible for free school meals	0	

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		9
Number of pupils on the school's special educational needs register	5	57

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	19
Pupils who left the school other than at the usual time of leaving	20

### Attendance

Authorised absence	%
School data	3.9
National comparative data	5.2

Unauthorised absence	%
School data	0.5
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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	13	18	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	13
	Girls	14	14	17
	Total	25	25	30
Percentage of pupils at NC level 2 or above	School	81 (77)	81 (71)	97 (61)
	National	NA (83)	NA (84)	NA (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	12	12
	Girls	15	14	16
	Total	25	26	28
Percentage of pupils at NC level 2 or above	School	81 (74)	84 (61)	90 (87)
	National	NA (84)	NA (88)	NA (88)

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

### Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	11	17	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	7	7
	Girls	13	13	16
	Total	19	20	23
Percentage of pupils at NC level 4 or above	School	68 (81)	71 (72)	82 (88)
	National	NA (75)	NA (72)	NA (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	7	7
	Girls	15	14	15
	Total	22	21	22
Percentage of pupils at NC level 4 or above	School	79 (NA)	75 (NA)	79 (NA)
	National	NA (70)	NA (72)	NA (79)

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

**NA: not available**

### **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	189
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	25
Average class size	30

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

Total number of education support staff	8
Total aggregate hours worked per week	177

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	12.5
Total number of education support staff	2
Total aggregate hours worked per week	32
Number of pupils per FTE adult	12.5

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2000
	£
Total income	486141
Total expenditure	469316
Expenditure per pupil	2194
Balance brought forward from previous year	29440
Balance carried forward to next year	46265

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	8
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out returned	Number of questionnaires	215
	Number of questionnaires returned	63

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	39	2	0	0
My child is making good progress in school.	44	43	11	0	1
Behaviour in the school is good.	32	58	2	0	8
My child gets the right amount of work to do at home.	24	56	15	2	3
The teaching is good.	48	42	6	0	3
I am kept well informed about how my child is getting on.	31	49	16	0	3
I would feel comfortable about approaching the school with questions or a problem.	61	39	0	0	0
The school expects my child to work hard and achieve his or her best.	56	41	0	0	3
The school works closely with parents.	29	58	5	0	8
The school is well led and managed.	37	52	3	0	8
The school is helping my child become mature and responsible.	42	48	2	5	3
The school provides an interesting range of activities outside lessons.	32	29	14	5	20

Please note that the above percentages may not add to 100% as only whole numbers are recorded in the table and the small number of responses in some areas distorts the overall total.

## **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**

66. Children's standard of attainment on entry to the nursery covers a broad spectrum. Many are broadly in line with those found nationally, but there are usually only a few children with above average attainment and a significant proportion below the average, particularly in their communication skills and personal and social development. Their attainment at the end of their time in the nursery is similar to that found nationally, indicating good progress particularly in the development of early literacy skills and communication, and their personal and social development. Children make satisfactory gains in their learning in the reception class and most children achieve the standards expected (the Early Learning Goals) by the time they enter Year1. Children's achievement and standards are similar to those judged at the previous inspection.

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

67. The personal and social development of nearly all children is likely to meet expectations by the time they are five and a number of children will exceed the Early Learning Goals in their personal development. Teaching is good in both classes. The staff set a very good example for the children and use a wide variety of strategies to develop their social skills. Children are encouraged to care for others and think about each other's feelings and needs. The nursery staff foster personal and social development very well from the moment children are admitted. Independence and co-operation are developed through well-established routines such as 'snack' time, when children sit together and are later responsible for washing up their cups. They take care of the toys and resources and sensibly tidy up the equipment they have been using, beginning to help each other as they do so. They know how to take turns and most children concentrate well on what they have been asked to do. These good strategies and routines are continued in the reception class, building upon children's previous experiences so that children are able to make choices in their work and organise themselves appropriately. Children work and play together pleasantly and are learning to be more independent.

#### **Communication, language and literacy**

68. Children make overall satisfactory progress towards the Early Learning Goals in their communication, language and literacy skills. Early communication and literacy skills are well developed in the nursery. Children enjoy listening to stories; they like to look at books and do so holding them correctly and associating the pictures with a story. Some of the children make a very good attempt at writing their names and most can write some appropriate letters. They are beginning to recognise letters and to associate them with the correct sounds. During a teacher-led writing activity with pairs of children, language was developed well through good questioning, and children associated the marks they made with sentences they had thought of related to things they liked. The nursery staff are very good at developing children's speaking and listening skills. Throughout each session they constantly talk with children, modelling speech patterns and vocabulary and using open questioning to help children to clarify their ideas. The children listen to their teacher and are beginning to listen and to respond to each other.

69. Teaching in the reception class also has strengths. Lessons are planned using the National Literacy Strategy, appropriately modified for the age and experience of the children. In a good lesson seen, the teacher shared a non-fiction text with the class, which related to previous learning about autumn. Children generally concentrate well and gained in confidence as they responded to the teacher's questioning. Later they wrote, or chose, labels for their own drawing of a tree. The higher attaining children used their knowledge of letter sounds to help with spellings. Class games, using letter names and sounds, were enjoyed by the children. They showed they could recognise objects with specified initial sounds and sort them accurately. Most children achieve the levels expected by the end of the school year.

#### **Mathematical development**

70. Children's progress towards the Early Learning Goals in mathematics is overall satisfactory and most children achieve the standards expected. Mathematical concepts are well taught in the nursery because activities are well matched to the children's abilities and to their previous learning. The staff uses number songs such as 'Ten in the bed' to aid an understanding of order and number recognition. Children use their fingers to show 'how many' and most manage accurately. In a mathematics activity the teacher taught small groups at a time, using a dice to develop an understanding of the link between numerals and how many they represent. Some children showed quick recognition of the number of spots for a given number; others needed to count to find out how many and did so accurately. In another good lesson children recognised primary colours and matched beads to shapes to make patterns. Children in the nursery concentrate well for their age.
71. Similar strategies are used satisfactorily in the reception class, where the teaching has many good elements. Children satisfactorily consolidate their understanding of number and recognition of numerals through ordering numbers on a washing line, singing number songs, finding one more than a given number, and taking part in games such as skittles. The teacher used questioning well in the whole-class part of the lesson so that all children were able to respond according to their experience and ability, but insufficient challenging activities were planned to extend the learning of the more able children.

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

72. Planning for both the nursery and the reception class children indicates that children are provided with experiences, which satisfactorily enhance their knowledge and understanding of the world. Most children achieve the Early Learning Goals in this area. At this early stage in the school year they are working within the 'Stepping Stones' appropriate for their ages.
73. In the nursery, time each morning is given to teach children about the days of the week, consider what the weather is like and discuss children's thoughts and concerns. The focus for activities for the inspection week was physical appearance, involving children's self-portraits made in pastels, simple jigsaws of different people, dressing the teddy using the computer program and making faces using malleable material. They approach the computer with confidence and use the mouse with some precision.
74. In the reception class, children's awareness of the world around them is satisfactorily developed. In a lesson observed, the teacher's good questioning helped the children to recall their walk in the school grounds the previous week, when they had looked closely at a tree. They thought about the functions of the parts of the tree and what it

needs to survive. Speaking and listening skills were well developed and children showed they had remembered much about what they had seen. They subsequently looked at a collection of autumn leaves and were able to compare them in terms of shape and colour. The computer is used regularly in the reception class, developing children's confidence, awareness of some functions, and improving children's control of the mouse.

### **Physical development**

75. Provision for the children's physical development is satisfactory and evidence from a reception class physical education lesson indicates that children are satisfactorily working towards the Early Learning Goals. Many of the children make good progress in their learning and exceed the standards expected. Children have free access to the nursery outdoor space for about an hour each day. They are able to ride and steer wheeled vehicles, climb and slide, and develop their awareness of the space around them and the needs of others as they move through, over and under objects. Reception children made good progress in a physical education lesson in the school hall when they showed they could move around the room with good balance and spatial awareness, throwing and catching beanbags accurately.
76. Throughout the Foundation Stage children have ample opportunities to use small tools such as scissors and paint brushes to develop their fine control and to shape and join the materials. They develop satisfactory control in using a range of tools and writing implements.

### **Creative development**

77. There was little evidence upon which to make a judgement about standards of attainment in the area of creative development because the term had only just begun. A scrutiny of photographs of previous work, of teachers' planning, and of some work samples, indicates that provision is satisfactory and children have opportunities to use a variety of media in order to develop their creativity in art, design and music. Children are encouraged to look carefully at their own reflection to draw themselves, and they satisfactorily match the colours of crayons to their own hair and eye colours. In the reception class, children were beginning to mix powder paints to make different shades of colour. Children in both classes enjoy singing number songs and hymns such as 'Who put the colours in the rainbow'. They mainly sing in tune with good recall of the words. Some children play imaginatively in the role-play areas indoors and in the nursery outdoor space, recreating and exploring the roles of people they know well.
78. Teaching is at least satisfactory throughout the Foundation Stage and it is often good. All the lessons seen in the nursery were good and most of the lessons in the reception class were also good. A weakness in some of the reception class lessons was that children were engaged for some of the time in activities which lacked a clear focus so their learning was not taken forward as effectively as it might be. All staff in the Foundation Stage liaise well with children's homes, exchanging information and involving parents in their children's learning through the home-school reading arrangements.

## ENGLISH

79. In the 2000 national tests for seven year olds, standards in reading and writing were well below the national average. At the age of eleven the standards pupils achieved were similar to national averages and indicated good progress since the pupils took the National Curriculum tests when they were seven. Unpublished results for 2001 show a slight improvement in reading results at seven and a significant improvement in writing. Standards at the end of Year 6 have remained steady. There is no significant difference between the achievements of boys and girls. The school's results fluctuate from one year to another because the cohorts are small and the number of pupils with statements of special educational needs vary from class to class. They are, however, above the standards at the time of the previous inspection.
80. As measured by national tests there has been an improvement in the standards achieved by pupils at the age of eleven since the previous inspection. Inspection evidence indicates that, throughout the school, standards in English are broadly in line with those expected nationally. The guidance in the National Literacy Strategy is having a positive impact, providing a broad and balanced curriculum for English, which the school follows appropriately. Pupils are provided with opportunities for extended writing in all classes; this is having a significant positive impact on pupils' writing attainment, particularly in Key Stage 1.
81. Pupils through the school make satisfactory progress in developing their speaking and listening skills. Children enter the Foundation Stage with a broad range of speaking and listening skills. Many have skills that are at least similar to those expected nationally, and some are already quite articulate. However, a significant proportion has below average skills. As pupils move through the school their confidence in speaking grows, they listen attentively to adults and to each other, and follow instructions carefully, achieving skills in these areas which are in line with national averages. Their skills of listening are not always as well developed as their ability to express ideas and to talk in a variety of large and small groups. Pupils enter the school with a rather limited vocabulary, but teachers ensure that there are opportunities within lessons for it to be extended. For example, pupils in Year 2 thought of adjectives to describe fruit and, in Year 4, pupils extended the range of verbs, which might be used to describe 'laughing'. Pupils work effectively in pairs and in groups, showing courtesy and consideration for others.
82. Provision for pupils' reading development is good throughout the school and, as a result, pupils make good progress achieving results in this aspect of English, which are slightly above those expected nationally. Group reading activities, 'Reading Roundabouts', take place daily outside the literacy hour. This time is used effectively to provide opportunities for teachers, support staff and adult helpers to hear pupils read, improve sight vocabulary and develop comprehension. Most pupils have an enthusiasm for reading, which is well fostered during these sessions. There is some inconsistency between classes, however, and in some of the sessions observed pupils' higher order reading skills, such as skimming and scanning, inferential comprehension, prediction, and understanding of character, were not always sufficiently promoted. Pupils have too few opportunities to learn information retrieval skills, partly because space limitations have restricted library use, and partly because opportunities in history and geography are not always taken.
83. Standards in writing are broadly average at both key stages. Samples of work from last year's Year 2 show comprehensive coverage of the programmes of study, including a good range of writing for a range of purposes and much of an extended length. Pupils have written their news, re-told stories and made up stories of their



own. Older pupils also have opportunities to write accounts and develop their imaginative writing in subjects such as history. In 2001, Year 6 pupils wrote extensively about the Blitz, the Victorians and Tudor Gardens. Evaluations of a design and technology project were displayed in one classroom. The writing is thoughtful, evaluative and well presented. Displayed work of older pupils is neatly copied from corrected original writing and has been carefully illustrated, whereas their presentation and handwriting in exercise books often lacks appropriate care. Standards in the legibility and formation of handwriting are below the standards expected. There is often a mix of print and cursive writing and letters are uneven in size and sometimes poorly formed. The careful work seen in handwriting practice books is not often carried through into daily writing.

84. The quality of teaching is satisfactory overall at both key stages and sometimes it is good. All teachers plan their lessons well, providing tasks that build upon pupils' previous learning and using appropriate differentiation for groups. Pupils are well managed. Some teachers use good questioning skills, helping pupils to develop their ideas and ensuring the involvement of pupils of all ability levels in the whole-class sessions. Sometimes, however, the pace of lessons is slow, and the timing of the various activities is not very well managed, with the result that pupils have too little time for group or independent writing activities. The plenary session at the end of lessons is not always used as effectively as it might be to assess whether pupils' learning matches the objectives for the lesson. In an effective lesson observed in Year 2, pupils used writing frames to help them write interesting poems entitled 'This is the sandwich that ---- made'. The teacher helped pupils extend their vocabulary in the class oral session and, while they worked independently, she provided additional guidance whilst ensuring a good pace of working was maintained. A good opening session in a Year 6 lesson developed pupils' understanding of active and passive verbs well because the teacher, through effective questioning, ensured all pupils were involved and had understood.
85. Provision for pupils with special educational needs is good. They are well supported by the learning support staff who work closely with class teachers to ensure appropriate learning opportunities. When withdrawal takes place it is in the pupils' best interests. A more precise link between tasks in lessons and targets in individual education plans would enhance learning further.
86. Procedures for assessing pupils' attainment and progress are comprehensive. Pupils' progress is well monitored through both statutory and standardised tests, and the information gained is used well to inform lesson planning. Statutory tests for seven and eleven year olds are analysed and any significant areas of weakness addressed in future medium-term plans. Records of Achievement contain samples of pupils' written work, which are regularly updated, and provide a clear indication of progress over time. Individual targets, broad in nature, are shared with pupils and parents during the autumn term and pupils subsequently evaluate their own progress towards meeting them.
87. The headteacher co-ordinates English. She is knowledgeable, well informed and provides strong leadership. Resources for the subject are good and they are well organised and accessible. Lack of space has meant that both libraries are less accessible than they were, with the result that pupils have fewer opportunities to browse and to retrieve information for themselves. This is recognised by the teachers who sometimes compensate by bringing books into the classroom.

## MATHEMATICS

88. The results of the 2000 National Curriculum assessment tests in Year 2 were well below national averages. Compared with similar schools, results were also well below national averages. National Curriculum assessment results for pupils in Year 6 in 2000 show that the numbers of pupils achieving Level 4 is in line with national averages and those achieving the higher Level 5 are above national averages. Over the past five years results in tests have varied a great deal. One factor influencing these results has been the number of pupils with special educational needs in the year group. However, inspection evidence gained at this early stage in the year shows that pupils are working at the levels expected for their age and that pupils are in line to reach national averages by the time they are seven and eleven.
89. Due to the great variation in standards over time the school was designated a Numeracy Intensive school. This meant that the school has received regular support from the local education authority numeracy consultant. As a result the school has developed effective systems to raise standards in mathematics, especially in Years 1 and 2. Since the previous inspection pupils have been regularly assessed to identify weaknesses in the provision of mathematics. Pupils' attainment is monitored twice each year to identify areas of weakness and teachers have made good use of these results to outline targets for each year group. The additional training for staff for the introduction of the National Numeracy Strategy in 1999 and the changes in mathematics schemes used, have helped the school to make improvements in standards over the past few years. Further changes have included the regular monitoring of planning and teaching by the co-ordinator and the use of booster and springboard classes for pupils in Years 5 and 6. These sessions provided extra learning opportunities for pupils of average and below average abilities.
90. By the end of Year 2, pupils have developed satisfactory number concepts and, in most areas of mathematics, they are working at the level expected for seven year olds. From the scrutiny of pupils' work the higher achievers are making good progress, including in the presentation of their work. In general, pupils have a secure knowledge of addition and subtraction facts using numbers up to 20, know about odd and even numbers, identify hundreds, tens and units in three-digit numbers and are able to count up to 100 in twos, fives and tens. The higher achievers are able to use simple multiplication, read a simple scale, work out the change from £5 and round numbers to the nearest 10. In Year 2, when counting large numbers of items by grouping of small objects, one pupil commented, "It's easier counting in tens, it takes less time." Effective resources help pupils to establish early number concepts, such as the frog jumping on lily pads in Year 1 to help pupils count on and back up to 20, and the use of number sticks in Year 2 to count on in tens up to 100 and back again.
91. By the end of Year 6, pupils have satisfactory computational skills and are confident in their use of addition, subtraction, multiplication and division. Pupils have a good knowledge of place value and are able to multiply and divide mentally by 10, 100 and 1000, such as  $1.24 \times 100$  and 52 divided by 1000. They are able to use and explain good strategies in their mental calculations, for example by carrying out multiplication by using partitioning, and using estimations to check their results. They are developing a satisfactory understanding of mathematical vocabulary, and improving their skills in problem solving and in simple probability. The coverage of mathematics activities within Key Stage 2 is just satisfactory. From the scrutiny of work it was evident that in the younger year groups there is an over-emphasis on number and the number system with not enough data handling or work on measures, shape and

space. Throughout this key stage there is an appropriate emphasis on pupils showing their working. This enables teachers to see what strategies their pupils have used and is effective in the development of their numeracy skills.

92. There is some variation in the quality of teaching, but overall it is good. All teachers have at least a satisfactory understanding of the National Numeracy Strategy and of the concepts that need to be taught. Generally, this enables teachers to provide clear explanations, which help pupils to understand that often there is more than one way to solve a problem. For example, in Year 2 the teacher had one group check their answers to counting in fives the 'long' way by counting up in ones. Planning for mathematics is generally of good quality. Teachers ensure work is appropriately matched to pupils' abilities but the higher achieving pupils are not always offered sufficiently challenging activities. Basic skills are taught satisfactorily and there are several examples on the acquisition and use of mathematical language. In Year 3 part of the mental session included questioning about all the words that mean subtraction, such as minus, take away, less, reduce and difference. In Year 6 the teacher expected her pupils to explain processes in mathematical terms by asking, "What is actually happening to a number when it is multiplied by 100?" The pupils showed they had good understanding of place value and were aware of the importance of "watching out for the place value and not the digit change."
93. Most lessons are well structured and provide an appropriate balance of whole class, small group and individual activities. The mental mathematics sessions are in general conducted briskly and the pupils rise to the challenge provided. Some sessions, however, were less effective and the pace was too slow because questions were directed at individual pupils and so did not guarantee the involvement of all. Teachers need to ensure that their slowest pupils do not dictate the pace, as this leads to frustration for the more able. Teachers manage their pupils well. In the majority of lessons seen behaviour was good; pupils worked co-operatively and made good use of the resources available. There is variation in the marking of pupils' work and teachers need to strive for greater consistency in the quality of pupils' presentation. In Years 3 and 4, although pupils use squared paper, it is not always used correctly to define place value. Good progress is made through Years 5 and 6, however, in the correct use of squared paper and presentation is of a higher standard.
94. The management of teaching mathematics is good. The school has worked hard at raising standards through the use of regular assessment of pupils, the use of additional booster classes and the monitoring of teaching. This has enabled the school to identify strengths and weaknesses in provision. The school should continue to develop its established systems of assessment and monitoring to produce individual targets for pupils to help raise standards further.

## **SCIENCE**

95. Standards have generally been maintained since the National Curriculum tests taken in the year of the previous inspection. In the 2000 National Curriculum tests, pupils attained below average standards at the age of seven and average standards at the age of eleven. Fewer pupils in Year 6, however, achieved the higher than expected standards in 2001, but teachers have now improved the teaching of planned investigations which enables the potentially high attaining pupils to develop their understanding and extend their learning. Current standards are, consequently,

higher than those of 2001, partly because of the variation in the attainments of different groups of pupils from year to year, and partly because of an improvement in the quality of teaching. Most pupils, including those pupils who have special educational needs, make satisfactory achievement in their learning. There is little evidence of differences between the attainments of boys and girls. The school is well placed to improve standards further in the next few years.

96. By the end of Year 2, pupils easily identify parts of the human body. They name a range of foods, including fruit, vegetables and dairy products. A well-presented booklet of material definitions is evidence of pupils in Year 2 learning about the different properties of materials such as wood, glass, plastic, metal and paper. They recorded their analyses and printed them using computers. Work completed before the inspection showed that pupils' learning in science is used effectively to promote their skills in other subjects. They have, for example, written poems about the textures and tastes of different fruits. Another pupil-made booklet contained a collection of health and safety posters with good advice on the dangers of electricity.
97. By the end of Year 6, pupils carry out a range of experiments, select equipment, make observations and record their findings accurately. Pupils successfully explain their work. They show a good understanding and use the correct scientific language to explain what has happened. They use vocabulary such as 'generate', 'component' and 'circuit' accurately, and know that force is measured in Newtons. Pupils correctly explain the differences between solids, liquids and gases. Pupils record their observations, measurements and findings in a variety of ways including tables. Their understanding of how to make tests fair by controlling the variables in the experiment is developing effectively. Their understanding of science is deepened by organised visits to places such as the Lost Gardens of Heligan and the Green House. Standards in science are also improved through visits by the Animal Lecture Service and work in the school's very good Wild Garden.
98. The quality of teaching and learning is good. Lessons are usually planned well, with teachers throughout the school making good use of practical activities. Teachers often emphasise the use of correct scientific terminology, and this helps pupils to a greater understanding. Teachers have good subject knowledge and provide clear instructions and helpful, lively demonstrations of concepts. Teachers provide much well-directed help and support. Pupils have access to books of good quality, and other research sources such as CD-ROMs and the Internet are beginning to be used well. Teachers usually mark pupils' work regularly, sometimes adding useful comments of support and advice to help them improve.
99. Pupils show much interest in science, having consistently good attitudes and this helps them learn more quickly. Teachers are enthusiastic and pupils become infected with their eagerness. As a result, they work hard, concentrate well and are keen to find answers to the problems set. Pupils' behaviour is consistently good. They work well with other pupils in carrying out activities. They are aware of safety procedures and present their work neatly and carefully.
100. The science curriculum is appropriately broad and balanced and teachers' planning is underpinned by the use of the nationally recommended scheme of work. Good links are made with other subjects such as religious education, physical education and design and technology. Pupils' key skills are also satisfactorily promoted in science. Pupils' written work, for example, helps them raise their standards of literacy and handwriting, but their spellings are occasionally incorrect. Counting and measuring activities, in various aspects of the subject, help to improve standards of numeracy, but this aspect is underdeveloped. From the scrutiny of past work it can be seen that

teachers do not use information and communication technology sufficiently to support learning in science, or provide opportunities for pupils to record their ideas, experiments and findings. Satisfactory arrangements are made for assessing the pupils' work, with adequate records kept of pupils' attainments.

101. The quality of leadership in science is good. From autumn 2000, the co-ordinator has conducted a programme of monitoring and evaluating the work in many classes and organised resources well. Teachers analyse pupils' achievements in each question set in national tests in order to identify areas of weakness and so develop strategies for improvement. As a result the school has effective strategies to evaluate and improve the quality of teaching and learning.

## **ART AND DESIGN**

102. Standards in the work seen throughout the school are above those expected nationally, particularly in drawing and painting. All pupils, including those with special educational needs, make good progress in developing the skills of art and design, with girls attaining the same standards as boys. The school has maintained the above average standards achieved at the time of the last inspection in 1997.
103. By the end of Year 2, pupils investigate and use a variety of materials to communicate their ideas and meanings. They use paints and other media to produce pictures and designs of a good standard. Their pictures show they are able to mix colour well. Pupils in Year 2 have studied the ceramic ware of Portuguese artists, such as Camia Briow, to very good effect. They produce vivid pictures that create a good feel for the subject and good precision in detail. They are able to look at how Van Gogh used colour to influence their own work. Pupils in Year 2 and Year 4 achieve good standards in their artwork created during Cornish Week, a celebration of Cornish Culture.
104. By the end of Year 6, pupils have extended their ability to produce detailed drawings and paintings. Year 6 pupils were able to use pencils and paint well to capture the spirit of Hans Holbein's portraits of Tudor monarchs. Other pupils have, to a good degree, worked in the style of Ferdinand Leger. Many are able to produce pictures that mirror the styles they have investigated. Some paintings capture the freshness of a child's view in a way that is comparable with that of the original artist. Pupils' cultural awareness is effectively promoted in their art studies. They have developed a sound knowledge of art from different cultures and continents, such as Africa. Pupils in a number of classes have painted lively pictures to support their work in history. They have studied some aspects of art and design from the past, such as those created by the Egyptians, the Greeks, the Celts and Australian Aborigines. Good silhouette collages of London during the Blitz of World War II also brought that period alive.
105. The best work in Year 6 showed pupils have experimented with colour, style, form and a range of media. Their work is sometimes vibrant and innovative. Pupils have also learnt how to revise and improve their work to realise their intentions. Pupils in Year 5 have produced striking collages by cutting and sewing cloth patches of different colours and shape. A book of sketches by Year 4 pupils showed they had effectively considered the techniques of creating shade, tone, perspective and reflection. Pupils generally do not have as much experience of creating large-scale three-dimensional work, but they have had some experience of small-scale three-dimensional studies, such as the modelling of miniature figures or the design and decoration of Portuguese azuleos.

106. The teaching of art and design throughout the school is usually good. Teachers weave teaching about art into learning about history, science and English, and this approach helps pupils to learn with a fuller understanding. Pupils are well managed and are given good opportunities to engage in a range of practical activities. Teachers in many classes use a variety of ways to teach art. These include using the work of famous artists, demonstrating techniques (such as the wet-brush-dry-paint method) and giving pupils good individual support. This enables the pupils to learn well. Coaching by classroom assistants, for instance in Year 2, is of good quality, teacher and assistant forming a good team. Teachers have high expectations of pupils and critically evaluate work as it progresses to help raise standards. A number of teachers have enabled pupils to use computers to create graphic work. The work seen was of satisfactory quality.
107. Teachers successfully develop pupils' interest and enthusiasm so they become highly motivated. Pupils enjoy art and they like to draw and paint. They concentrate well on their work and try hard to do their best. This enables them to take advantage of the evaluations given by their teachers and to achieve well. Pupils focus carefully, listen to the clear instructions of their teachers and are happy to amend their efforts as a result of advice. Their positive attitudes and good behaviour, together with well-planned teaching, help pupils of all abilities to achieve well and attain good standards.
108. The subject co-ordinator leads the teaching of art and design very well and provides colleagues with good guidance. This helps ensure that pupils in many classes attain good standards. The co-ordinator has monitored teaching and helped ensure that all aspects of the curriculum are developed well. A good deal of pupils' work in collections, however, was undated and not ascribed to named pupils, making it very difficult to assess trends and the progress made by groups over time.

## **DESIGN AND TECHNOLOGY**

109. Only two lessons were observed in design and technology. From the scrutiny of pupils' work, which also included photographic evidence, and from discussions with the design and technology co-ordinator, standards in design and technology at the end of Year 2 are in line with national expectations. Since the previous inspection, however, standards in design and technology have improved at Key Stage 2, where attainment and progress is found to be good.
110. Pupils in Key Stage 1 are beginning to plan their designs with increased confidence. Pupils in Year 1 had designed and made biscuits, made moving pictures with split pins and levers, and designed models of playground equipment from recycled materials. All their products had been satisfactorily planned and evaluated. Their evaluations included opportunities for them to comment: "I am pleased with . . ." and "I would change . . .". Pupils in Year 2 continue to make satisfactory progress and some of their products included the making of an egg cosy, a vehicle with axles and wheels and the design of a multi-coloured coat for Joseph. All these activities demonstrated satisfactory progress in their design, making skills and evaluations. Evaluations in Year 2 show an increased detail and ability to set out their designs with labels, special features and listings of what they need and how they made their product. Products are frequently linked to other curriculum areas. In Year 1 for example, pupils' moving pictures were linked to the story of Noah.

111. Pupils in Key Stage 2 demonstrate good progress in their designing, making and evaluating skills. Products show that pupils have an increased ability to handle detail, are accurate at cutting and demonstrate good joining skills. Designs are detailed and the standard of their presentation is good. Throughout this key stage pupils are introduced to a wider variety of materials and tools. Products are usually linked to other subject areas of the curriculum. Year 6 pupils were studying the Tudors in history and were comparing Tudor to present-day shoes as part of a design and technology activity to make a Tudor style slipper. Similarly there were links to both science and music when Year 5 designed and made musical instruments. There were very good links to science when Year 6 pupils worked in groups to design and make a vehicle powered by an electric motor. Their designs explain the sequences in the construction and their evaluations show pupils are aware of what they could do to improve. One pupil wrote, for example, "My vehicle looks good but the motor is too slow."
112. It is not possible to make an accurate judgement of the quality of teaching and learning from the few lessons seen. Evidence suggests, however, that this is good. There is a clear progression in the activities planned, with an increased emphasis on developing the design element of the subject and pupils' evaluations of their products. Design and technology is taught in blocks during each term. This arrangement enables pupils to become more involved over short periods of time and enhances their learning.
113. There has been an improvement in the management of the subject since the previous inspection. The co-ordinator has a good understanding of how her subject is progressing. There is a useful development plan for the subject and she has recently monitored its teaching in a number of classes. The adoption of the local education authority scheme of work has enabled teachers to plan their design and technology activities more rigorously and link them with other subject areas. There has been a more rigorous approach to pupils' designs and evaluations and there is good progress demonstrated in how the older pupils develop their evaluative skills. The school has recently adopted the government's recommended scheme of work. This will offer pupils increased opportunities to work with resistant materials and so further their knowledge, skills and understanding in this subject.

## **GEOGRAPHY**

114. At the age of seven pupils, including those with special educational needs, make good progress in developing an appropriate range of knowledge and geographical skills and attain standards that are often above those expected, especially in the development of early mapping skills. This is an improvement on the standards judged at the previous inspection. At eleven most pupils achieve standards in line with those expected for their age and, overall, standards have been effectively maintained since the previous inspection. Last year, however, several of the field trips used to promote pupils' skills had to be cancelled due to the foot and mouth epidemic and so some aspects of study, such as the study of rivers, were not taught to the usual standard.
115. The teaching of geography has a strong focus at Key Stage 1, and pupils are provided with good opportunities to develop their knowledge of the local environment through their study of their routes to school, the variety of housing nearby and different peoples' jobs. They begin to appreciate the positive and negative aspects of places they know well. Pupils satisfactorily develop their awareness of places further

away through the reported adventures of Barnaby Bear, who joins the pupils, staff and governors on their holidays. Pupils develop the skill of using photographs, postcards and souvenirs to find out about the countries that he visits. A unit of work about islands based on the story of 'The Isle of Struay' provides pupils in Year 2 with a good range of learning opportunities, developing their understanding of different types of terrain and simple mapping symbols. Teachers make effective links with other areas of work, such as design and technology, and the opportunities to design brochures and postcards about the place further enrich pupils' learning. Pupils show good levels of care in presenting their work using a variety of ways to record their knowledge. Their drawings and emerging writing skills effectively express their ideas. Pupils are introduced to the use of tables to collect data about a traffic survey and produce computer-generated graphs to present the information.

116. At Key Stage 2, pupils of all abilities continue to build satisfactorily on the skills and knowledge gained in Key Stage 1. They use the local environment to develop their knowledge of settlements, the use of land and its impact on peoples' lives. In Year 5 pupils made a good study of the proposed development of Launceston town centre into a pedestrian precinct and developed insight into the differing opinions of the local residents. This work was effectively linked to their work in their literacy lessons on the use of persuasive writing, and pupils expressed the range of opposing opinions thoughtfully. Pupils' knowledge of other countries, their understanding of the similarities and contrasts in people's lives and work to those in England, is satisfactorily developed. In Year 4 pupils use a range of data to find out about places around the world comparing their climate to that in England, and study aspects of life in Kenya. In Year 6 pupils made a comprehensive study of the countries that make up the European Union. Pupils gain a satisfactory knowledge of geographical vocabulary and terms. They use an appropriate range of maps to study the physical and human aspects of different places around the world, but their skills are not sufficiently systematically developed through the key stage to ensure that the expected levels of knowledge and skills are acquired by the age of eleven.
117. From the lessons observed and from the quality of work produced over the last academic year, teaching is judged as satisfactory overall. It is often good at Key Stage 1, which results in pupils' good progress in many areas of learning. The quality of teachers' planning throughout the school is very good, providing a detailed framework for the teaching in lessons and the development of clear objectives through the units of work. Resources are used well to stimulate pupils' interest and promote understanding. In a Year 1 lesson, for example, pupils were delighted to receive a letter addressed to their family. They were totally absorbed as the teacher read out each address in turn and the following discussion led effectively into the development of their appreciation of the need for addresses and helped many to understand how they were structured. In a Year 3 lesson, the teacher effectively used a video to inform pupils about the importance of the River Nile to people in Egypt today as well as in the past and structured his questioning to help them focus on the information provided and to listen for the answers to his questions. Pupils with special educational needs are well supported in the lessons and are enabled to tackle many of the class activities. In Key Stage 1 many of the activities are planned to meet their specific abilities and needs and the pupils gain success at their level. At Key Stage 2 there are opportunities for pupils to do their own research, which provides satisfactory opportunities for the higher attaining pupils to follow their interests and produce work that is appropriate to their abilities. Insufficient activities, however, are planned that require pupils to use their geographical skills and their knowledge about places to extend their understanding.



118. The curriculum is appropriately broad and based upon the nationally recommended scheme of work, but some aspects, such as the development of mapping skills, need further development to provide a well-balanced range of activities. Teachers use pupils' literacy skills effectively in geography and opportunities to use their knowledge of mathematics, to collect data and record in tables and graphs, are appropriately made. Information and communication technology is beginning to be used as an additional source of information and an opportunity for research, but this is still in the early stages of development. Pupils' cultural awareness is effectively developed in their study of other countries and through the annual celebration of Cornish culture by pupils in Years 2 and 4. The pupils carry out a beach study and enjoy hearing about the tales and legends from the area.
119. The co-ordinator manages the subject well and has developed an effective planning document that ensures that the appropriate range of skills is introduced and developed through the school across the different teaching units. She monitors pupils' work through the collection of work from each class through the year and has started to monitor the quality of teaching through visits to classes, but this aspect is still in its early stages of development. Assessment procedures meet the basic requirements and teachers develop their own methods of monitoring pupils' learning, gathering evidence for the annual reports in the summer. There is no whole-school system at present to record the pupils' progress in developing geographical skills which would ensure that there is effective progression of pupils' learning from one class to the next.

## **HISTORY**

120. Only two lessons were observed during the inspection, both in Key Stage 2 and so standards are judged from this evidence, from the scrutiny of work from previous year and from discussion with pupils in Year 2 and 6. Throughout Key Stages 1 and 2 pupils make satisfactory gains in their learning and attain the standards that are expected at the age of seven and eleven. This represents a lower achievement than was judged at the previous inspection, which is understandable given the reduced time available for the teaching of history since the introduction of the National Literacy and Numeracy Strategies.
121. Pupils at Key Stage 1 acquire a satisfactory range of historical knowledge and gain a good understanding of how things change over time through their study of toys in Year 1; in Year 2 they learn about changes in peoples' seaside holidays over the last 100 years. Pupils have a satisfactory insight into how people's lives and events have had an impact on our lives today, for example, the influence of Florence Nightingale on nursing and the impact of the Fire of London on the building of houses in cities today.
122. Pupils at Key Stage 2 continue to make satisfactory gains in historical knowledge through their studies of different civilisations, learning, for example, of the legacy left by the Ancient Greeks. Pupils have a satisfactory understanding of how our lives have changed because of inventions and discoveries, especially those made during the reign of Queen Victoria.
123. Pupils' skills of historical enquiry are developed steadily through the school. By the age of seven pupils use first-hand evidence to recognise how artefacts, such as teddy bears, have adapted and changed and they learn to recognise wear and the use of certain materials as a sign of age. They develop early understanding of chronology by ordering events such as the events during the Fire of London. By the

age of eleven pupils have a good understanding of how time is measured and a knowledge of which civilisations were in existence before Christ's birth and since. They use secondary sources of evidence, such as census documents, to explore differences in employment and references books to find information such as the clothes, furniture, pastimes, torture and events during the reign of the Tudors. Pupils have a satisfactory appreciation of how history can be represented in portraits, pottery and documents, but an area of skills development that is not as fully promoted is pupils' ability to recognise how history can be interpreted differently over time.

124. From the quality of pupils' work and from the lessons observed during the inspection it is judged that the quality of teaching is generally satisfactory through the school, although some aspects of historical knowledge are well taught, and pupils' interest and curiosity are effectively captured resulting in their good learning. The teachers' own knowledge is usually secure, which enables pupils to develop insight into the cause of events. Teachers develop pupils' interest well and stimulate their desire to find out more. A boy in Year 3, for example, was impatient to find out more about the mummification techniques used in Ancient Egypt. A particular strength of the teaching is the careful planning and effective use of resources and visits to local places of historical interest, such as Plymouth, which ensure that pupils are given good opportunities to experience a wide range of historical information. Drama and music are also used effectively to develop pupils' understanding, sometimes stimulated by the visit of a local storyteller. Pupils' literacy skills are often well developed through the use of research and opportunities to record their ideas in a variety of ways, such as letter writing, note taking and retelling of accounts. In some classes, however, pupils' recording consists of text copied from the board or worksheet and the addition of odd words. Sometimes it is through the answering of questions rather than developing pupils' ability to express their ideas and knowledge in their own way. Pupils of all abilities are provided with opportunities to learn and make satisfactory progress. Pupils with special educational needs are often provided with good support so they can find success coping with similar activities to the rest of the class. The potentially higher attaining pupils are enabled to write at length and cover more aspects than some of the other pupils, but they are rarely given different work that challenges their thinking and extends their learning. Similarly, less able pupils are not given simpler work that requires less reading, which means they can complete the task on their own and so develop their independence and self-esteem.
125. The curriculum for history is broad and comprehensive which results in some aspects being only of short duration and pupils lack opportunities to develop good understanding. Pupils' personal social and moral development is effectively promoted through history. Older pupils develop a sense of empathy with Roman soldiers on duty in England or with children evacuated during World War II. Pupils in Year 4 are introduced to an understanding of citizenship through their study of Ancient Greece, which includes a first glimpse at the meaning of democracy. They are involved in developing arguments as part of a simple debate on whether there should be school uniform. Information and communication technology is beginning to be used more effectively to support pupils' learning in history, but it is in its early stages with pupils using CD-ROMS to find out information; they sometimes present their work using the computer.
126. The co-ordinator manages the subject well and has developed an effective planning document based on the nationally recommended scheme of work that ensures that the appropriate range of skills are introduced and developed through the school. The co-ordinator has started to monitor the quality of teaching and pupils' learning, but

this is still in the early stages of development. Teachers develop their own methods of monitoring pupils' learning, gathering evidence for the annual reports in the summer, but as with geography, there is no whole-school system at present to record the pupils' progress in developing historical skills which would ensure that there is effective progression of pupils' learning from one class to the next.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

127. The school reports that its development of information and communication technology has been held back by a number of factors since the previous inspection in 1997. These include changes in the co-ordinator, and delays in the provision of government-funded training and the opportunity to upgrade the computer equipment to form the school's computer suite. For these reasons progress had been poor since 1997, but has improved in the last year. The computer suite was completed at the start of the current term and other important resources have been acquired. Staff training in information and communication technology is planned for the current year. Given this improvement the school is now in a better position to raise standards and improve the quality of teaching over the next year.
128. Three lessons were observed during the inspection, and some use of information and communication technology in lessons was also observed, such as the use of the computer by a group of pupils with special educational needs. Evaluation of standards is based also upon scrutiny of previous work, the use of information and communication technology in other lessons and extended discussions with teachers and pupils.
129. Standards at both key stages are below those expected. At Key Stage 1, pupils have had limited experience of using computers. Pupils have gained some skill in using computers to present their work, but many are unsure how to run programs by double-clicking the mouse-button and have to be shown this. Pupils in Year 2 are able to use the keyboard to word process their work, and to present basic research in simple graphs. They are learning how to change the size and style of fonts, save their work for future use and some are able to print it out. They are able to produce simple pictures using an art package.
130. At Key Stage 2, pupils further develop their skills, for example, pupils in Years 3 are learning to use electronic mail. Older pupils use embedded software such as 'clip art' to enhance the appearance of their work. Many pupils have not yet had sufficient experience of using computers to present work that shows an awareness of the intended audience. Many, for example, have not used multimedia applications to make presentations that have impact. Pupils in Key Stage 2 have below average attainments in using the computer to control devices, because this aspect of the curriculum is not yet taught sufficiently. Some can remember using robotic toys in Key Stage 1. They are also unable to experience aspects of the curriculum because the school has no data-logging devices.
131. Pupils have had few experiences of using the computer to research information. Many pupils in Years 3 to 6 are not yet able to find their way about the school's fledgling Internet facilities. There has not yet been time to develop the appropriate range of skills required, and many are not able to frame questions, select information or use facilities such as a web 'browser' appropriately. They are unsure of how to combine the information found from different sources. Those who have developed some adeptness at using the Internet have usually done so by using the computers

they have at home. Pupils in Year 3 and Year 6 confirm that their access to, and use of, computers has been heavily dependent upon the computer knowledge – or lack of it – of their class teacher. A majority of teachers lacks sufficient subject knowledge to enable pupils to learn effectively.

132. Pupils are protected in some measure, but not completely, from the dangers of the Internet through the software architecture installed by the school. The co-ordinator has rightly instituted an 'Acceptable Use of the Internet' policy, including a home-school agreement with parents. The school plans to use the resources pupils have at home for homework as well as to provide more support for those pupils who are less advantaged.
133. Given the standards of attainment and the slow progress in the past, it is judged that the quality of teaching and learning in information and communication technology is unsatisfactory, although this is improving. When teachers use the computer suite teaching is at least satisfactory and is sometimes good. However, lessons only occurred three times out of a potential eight opportunities in the inspection week. In the lessons observed, less able pupils were supported soundly and their attainments were in line with their levels of ability. The minority of more able and more experienced pupils, however, were not appropriately stretched and their learning was not extended.
134. Pupils have not sufficiently used information and communication technology to support their learning in other subjects. They are sometimes given the opportunity to word process their work in English lessons and to use their work on graphs to support their work in mathematics and geography. In an innovative development, Year 3 pupils have used a digital camera to record their work in science. Too few pupils are given appropriate opportunities to use other forms of information and communication technology, such as digital cameras or tape recorders in other subjects. However, the school has improved its resources dramatically and is now set to develop the curriculum over the next year. The school has recently installed enough up-to-date computers to enable effective group teaching. The ratio of good quality computers to pupils is now favourable, but was well below average until the current term.
135. The subject is led satisfactorily now, but subject leadership was unsatisfactory until autumn 2000. The new subject co-ordinator, in post for one year, is rightly seeking to increase the use of computers in both information and communication technology lessons and in other subjects. Teachers use the nationally produced scheme of work to guide their teaching, but have not yet adapted the scheme enough to the needs of pupils. The need to raise standards and improve the curriculum is recognised as an issue for the school, but at present there are no procedures for assessing pupils' attainment and progress and so teachers cannot amend planning in the light of such assessment.
136. The school has had an unfortunate experience in the provision for staff training as part of the national initiative, and further opportunities are to be offered to the teachers to enable them to complete the course.
137. A school website has been set up and suitable textbooks purchased. These are helping to establish a clear educational direction for the subject. Although there is an action plan for information and communication technology within the school's development plan, it lacks the sort of necessary detail and organisation that would provide good support to future development.

## MUSIC

138. During the inspection, lessons including aspects of singing, appraising music and some performing and using untuned percussion, were observed. At both key stages pupils make good progress in their appraising and performing, and standards are above those expected nationally. The singing observed during assemblies and in lessons at both key stages was, however, of a satisfactory standard. Overall, the school has maintained the good standards that were found in the previous inspection.
139. By the end of Key Stage 1 pupils are able to appraise a variety of music well. They use accurate vocabulary to describe both what instruments are playing and what kind of mood the music is suggesting. In Year 1 pupils were matching different instruments, such as tambourine, cymbal and triangle, to particular kinds of weather, rain, thunder and snow. One pupil likened the triangle to a bird singing and another the beat of a drum to a heart beating. They performed a 'weather song' as a class and were able to change the rhythm appropriately to suite the intensity of the weather. They were able to sing a favourite song with satisfactory confidence, keeping in tune and maintaining the rhythm.
140. At Key Stage 2 pupils' evaluating and performing skills are better developed than their singing skills. In a Year 3 lesson pupils were listening to a piece of jazz music. They beat out the rhythms with hands and feet and kept up a very good rhythm. One pupil recognised the music as "something to rock a baby to sleep with", and it was indeed a piece called 'Lullaby Blues'. They listened intently to Saint Saen's 'Carnival of the Animals' and were able to identify the animal from the majority of chosen pieces. They moved well to the music and enjoyed identifying to the mood of the music. Pupils in Year 5 discussed the various moods that different pieces of music suggested. They sang 'The Grand Old Duke of York' as a part song, some humming, others chanting and a third group using untuned percussion. They kept together satisfactorily and there was a good feeling of accomplishment at its completion. Pupils in Year 4 identified a number of musical instruments from foreign countries. They were intrigued to feel the air pressure as a tabla drum was beaten and they kept up an accurate rhythm with Aboriginal clapping sticks.
141. The quality of teaching overall is good, especially by the peripatetic music teacher. The pupils enjoy the enthusiasm she creates and respond positively to the brisk pace of her lessons. As a result of their interest, pupils' behaviour throughout lessons is good, often very good. Lessons are well planned, learning objectives clearly defined and activities well matched to achieve the aims. All the teachers observed use pupils' contributions effectively to help the class build up their knowledge and understanding, giving constructive feedback and ensuring that the use of musical language helps to extend pupils' vocabulary.
142. The breadth of the music curriculum is enhanced by the many opportunities pupils have to perform and appraise. As well as assemblies, pupils have opportunities to sing in the weekly Praise and Worship sessions. Pupils sing in church during the Education Sunday service and are involved in both singing and instrumental activities at Christmas and Easter. Further opportunities are offered through good extra-curricular activities, including a choir for Years 5 and 6, folk singing club, talent show and summer fair busking.

143. The co-ordination of the subject is good and the music curriculum is well managed. The peripatetic teacher works closely with the music co-ordinator and other teachers. Pupils' learning is enhanced by her teaching each year group in blocks of time and by her sharing the planning with class teachers. There are many good opportunities for music to provide a rich cross-cultural dimension to pupils' learning. Pupils in Year 4 enjoyed going on a musical 'World Tour' and listened to a wide variety of unusual instruments, as they followed their journey on a world map. A variety of music is played before and after assemblies to help to widen their knowledge of famous composers and appreciation of different kinds of music. The school adopted the nationally recommended scheme of work last year and this is being phased into the existing scheme. The school needs to ensure that there is an even balance of opportunities to compose as well as perform.

## **PHYSICAL EDUCATION**

144. During the inspection it was only possible to observe games lessons and judgements are made in this area of physical education in both key stages. Pupils attain standards that are in line with national expectations by the age of seven, and also by the age of eleven. All pupils including those with special educational needs make sound gains in their learning over time. Girls make equal progress to boys.
145. At Key Stage 1, pupils have satisfactory balance and control enabling them to hop on alternate legs, travel backwards, run, stop, dodge and finish with well-defined positions. Pupils are developing an increasingly good control over their movements and co-ordinate simple, rhythmic patterns well. They participate in warm-up activities with a great sense of fun. Their movements are lively and they usually pay good attention to safety. At Key Stage 2, pupils work co-operatively with each other in competitive games. Pupils are getting good experience of swimming, developing different strokes and by the age of eleven swim at least 25 metres comfortably. In games, some pupils are good at taking high catches, but less experienced in catching the low ball. Boys and girls are given equal opportunities to do well and they take these gladly. Pupils exhibit a strong competitive edge that is usually productive, but occasionally too sharp to help the less able to improve. Usually they show respect for their teachers and co-operate well with one another in paired and group work.
146. The quality of teaching observed was satisfactory overall and good in half the lessons seen at Key Stage 2. In most lessons teachers are effective in promoting pupils' good attitudes to learning and good behaviour. The best lessons are when teachers' subject knowledge is good and lessons are well planned. They have high expectations of what pupils can achieve which promotes pupils' good effort. Teachers know their pupils well and they put them to work in groups where they are able to work co-operatively. Consequently, pupils concentrate well and show interest in their lessons, which supports their learning and develops their social and team building skills. Teachers pay good attention to health and safety issues and help pupils to recognise potential problems. They use satisfactory coaching skills to help pupils consider the technicalities of developing movement and games skills. Teachers check pupils' understanding and use pupils effectively to demonstrate new skills. Sometimes the pace of lessons is slow. Teachers usually employ effective strategies to promote good behaviour, but occasionally they need to consider how best to organise groups in order that all make good gains in learning.

147. The curriculum for physical education is appropriately broad and effectively balanced over the year. Teachers' planning is underpinned by the nationally recommended scheme of work that provides a good basis for the systematic development of pupils' knowledge and skills. The school benefits from the use of a local swimming pool throughout the year. After-school clubs and sporting activities enhance pupils' learning and they benefit from a parent's expertise in the teaching of football and an outside coach has visited the school to develop pupils' tennis skills.
148. Procedures for assessing pupils' attainment and progress in physical education are informal but sufficient to report to parents in the annual reports. The subject is satisfactorily led and managed but the monitoring and evaluation of the quality of teaching and of pupils' learning has had a lower priority over the last year, in favour of information and communication technology. Resources are satisfactory.