

INSPECTION REPORT

POLPERRO PRIMARY SCHOOL

Polperro

LEA area: Cornwall

Unique reference number: 111955

Headteacher: Mr Roger Carter

Reporting inspector: Mr Brian Gosling
22453

Dates of inspection: 10 – 13 September 2001

Inspection number: 194052

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:	Community
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Brentfields Nr Looe Cornwall
Postcode:	PL13 2JJ
Telephone number:	01503 272249
Appropriate authority:	Governing Body
Name of chair of governors:	Mr John Taylor OBE
Date of previous inspection:	April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22453	Brian Gosling	<i>Registered inspector</i>	Mathematics; History; Equal opportunities; Special educational needs.	What sort of school is it? The school's results and pupils' achievements; How well are pupils taught? How well is the school led and managed?
11041	Marvyn Moore	<i>Lay inspector</i>		How well does the school care for its pupils? How well does the school work in partnership with parents?
22831	Clive Lewis	<i>Team inspector</i>	Science; Information and communications technology; Design and technology; Music; Foundations stage.	Pupils' attitudes, values and personal development.
1085	John Laver	<i>Team inspector</i>	English; Art and design; Geography; Physical education; Religious education.	How good are the curricular and other opportunities offered to pupils?

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REPORT CONTENTS	Page
PART A: SUMMARY OF THE REPORT	1
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
 PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	6
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	9
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	10
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	12
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	13
HOW WELL IS THE SCHOOL LED AND MANAGED?	14
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	16
 PART C: SCHOOL DATA AND INDICATORS	 17
 PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	 22

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Polperro Primary School is smaller than most other primary schools and is situated on the South Coast in an area of natural beauty. There are 75 full-time pupils: 43 boys and 32 girls, as well as an additional nine children in the Foundation Stage who attend part-time.

Although the number of pupils is falling, the school remains popular with parents and all children in the local area attend the school. None of the pupils come from minority ethnic communities and the percentage of pupils with special educational needs is close to the national average, although the percentage of pupils with statements of special educational need is above the national average. The attainment of children when they start school is broadly average. There have been significant staff changes recently and a new teacher, who has responsibility for the older children in Key Stage 1, joined the school in September 2000. A part-time teacher also joined the school at the same time.

HOW GOOD THE SCHOOL IS

Polperro Primary School is a satisfactorily effective school that is improving. Children arrive with average levels of attainment and by the time they leave the school, standards are satisfactory in English and mathematics and good in science. The quality of teaching has improved with the appointment of a new teacher in Key Stage 1 and there are positive signs that standards are improving due to the improved teaching in Key Stage 1 and good teaching in Key Stage 2. Leadership and management are satisfactory, although the commitment to small classes restricts the leadership opportunities of the headteacher and the subject leaders. The school gives satisfactory value for money.

WHAT THE SCHOOL DOES WELL

- The quality of teaching has improved since the last inspection and is now good overall.
- Pupils' attitudes and behaviour are good.
- The school has recently improved its provision for pupils with special educational needs and this is now good.
- There is a wide range of activities outside lessons that pupils enjoy, and the provision for pupils' social development is very good.
- The school cares well for the pupils.
- The governing body is effective and is active in promoting the development of the school.
- The school uses new technology well.

WHAT COULD BE IMPROVED

- The length of the school day is below the recommended time for Key Stage 2 and does not ensure a suitable balance between the subjects of the curriculum.
- The role of subject leaders is underdeveloped.
- Resources for the Foundation Stage require improvement.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in April 1997 and has made good improvement since then. National Curriculum requirements are fully met and standards have improved in science, history and music. The quality of teaching has improved through a planned programme of professional development. Improvements have been made to the school development plan and this is now a very useful document for school improvement. Statutory requirements are now met fully and, although some improvements have been made to monitoring and evaluation procedures, the school is aware of the need to secure further improvement.

The school has also improved the quality of its provision for pupils. The provision for pupils with special educational needs is much improved, systems to track pupils' progress through the school have been put in place and gifted and talented pupils are identified. There has been a significant improvement in pupils' attitudes and behaviour, following the implementation of an effective behaviour policy, which has had a positive effect on raising standards. A parent-teacher association has been established since the last inspection.

STANDARDS

The table below 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			
	all schools			similar schools
	1998	1999	2000	2000
English	E	B	C	C
mathematics	E	E	D	D
science	E	C	B	B

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

As the table above shows, standards had improved significantly since 1998 and were generally satisfactory, although standards were not as high in mathematics as they were in English and science. The school recognised this and is continuing to address the issue with good support from the local education authority. The results of the national tests for seven-year-olds in 2000 were well below the national average and the average of similar schools in reading and mathematics and very low in writing. (Very low indicates the school's results were in the lowest five percent of schools nationally.) However, this was a small group of pupils and almost half had special educational needs, which is well above the average. Improvements in the provision for pupils with special educational needs and the appointment of a new teacher with responsibility for pupils in Year 2 has been instrumental in raising standards to a satisfactory level.

The school has set suitable targets for pupils' attainment based on prior attainment and the trend in the school's results is rising broadly in line with the national trend since 1996 and well above the national trend since 1998. Good standards of work are achieved in science and religious education. However, the standards achieved in art and design and geography are below national expectations, which is primarily due to the limited amount of time that these lessons are taught. Overall, pupils' achievements are satisfactory by the time they leave the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to school. They are keen to learn and they work hard in lessons.
Behaviour, in and out of classrooms	Behaviour is good both in lessons and around the school. Pupils are courteous and respectful.
Personal development and relationships	Relationships are good and pupils work well in groups. Pupils' personal development is satisfactory.
Attendance	Satisfactory.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Lessons seen overall	Satisfactory	Satisfactory	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.

More than half of all the lessons seen in the school were good or better and no unsatisfactory lessons were observed during the inspection. The quality of teaching in English and mathematics is satisfactory and good in English in Years 3 –6 and the skills of literacy and numeracy are taught suitably.

Teachers plan lessons effectively and generally meet the learning needs of all pupils. They make good use of resources and they receive good support from the learning support assistants who make a positive contribution to pupils' learning, particularly those pupils with special educational needs. Teachers manage pupils well and they maintain good relationships in all classes, which ensures that pupils' behaviour is good and that they work well in lessons. On some occasions, lessons last too long due to the organisation of the school day and the pace of the lessons slackens, with the result that pupils find it difficult to sustain concentration.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The wide provision of activities outside lessons is a strength of the school. The teaching time available in Key Stage 2 is below the time recommended and the school day is not organised for the best use of the available time.
Provision for pupils with special educational needs	Good. The special educational need co-ordinator has recently improved the provision by introducing a system to identify these pupils early to address their needs more fully and improve their learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The provision for pupils' social development is a strength of the school. The provision for moral development and cultural development is good. The provision for pupils' spiritual development is satisfactory.
How well the school cares for its pupils	The school has very good procedures for child protection and health and safety procedures. All members of staff know the pupils very well.

The school's partnership with parents is satisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has established a good team that work well together and is committed to raising standards. However, the headteacher's teaching commitment restricts leadership opportunities and the role of subject leaders is under-developed.
How well the governors fulfil their responsibilities	Good. The governors are well organised and they make a positive contribution to the school development plan.
The school's evaluation of its performance	Satisfactory. The school analyses national test results and uses this information well. However, there is little formal monitoring of teaching.
The strategic use of resources	Satisfactory. Financial resources are used well for school improvements but the commitment to small classes restricts leadership opportunities for the headteacher and subject leaders. The principles of best value are applied suitably.

Staffing, accommodation and learning resources are satisfactory although the resources for the children in the Foundation Stage require improvement.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The progress their children make. • Behaviour in the school is good. • The good quality of the teaching. • The school is approachable. • The high achievement of the pupils. • The close links with parents. • The leadership and management of the school. • Their children become mature and responsible. 	<ul style="list-style-type: none"> • The amount of homework provided.

Inspectors generally agree with parents' positive views, although they consider that pupils' achievements are satisfactory. The amount of homework provided is similar to most schools.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter the school to begin full-time education at the beginning of the term in which they are five years of age. Prior to this, parents are given the opportunity for their children to attend school in the morning for the two terms before they are five. Consequently, at the time of the inspection, some children in the Foundation Stage were beginning full-time education after attending for two terms part-time, a small number of pupils were beginning their second term part-time, and a few children were attending school for the first time in the mornings only. All of these children are taught in the same class alongside the pupils in Year 1. This presents a particular challenge to the class teacher and curriculum planning suitably considers the varying needs of these different groups of children. Most children have some pre-school experience at the local playgroup. The school assesses children's attainment shortly after they arrive at the school and these assessments show that children's attainment is broadly in line with the average. They make suitable progress and most of them attain the early learning goals¹ for children of this age in all areas by the time they start the National Curriculum in Year 1.

2. The school's results² in the national tests in 2000 for seven-year-olds were well below the national average and the average of similar schools in reading and mathematics, and very low in writing. Similar comparisons are shown when comparing the percentage of pupils attaining the expected Level 2³. However, the percentage of pupils attaining the higher Level 3 was only a little below the national average in all three tests. Teacher assessments show similar results in science. It is important to remember that a relatively small group of pupils took the tests and the performance of one pupil represents more than seven percent, which would have been sufficient for the school to achieve a higher comparative grade. Furthermore, almost half of this group of pupils had special educational needs, which is well above the average. Nevertheless, these results are not high enough and the school has acknowledged this and sought ways to raise standards. Most significantly, a very capable teacher has joined the school since the national tests in 2000 and, with the responsibility for pupils in Year 2, has been successful in raising standards.

¹ On Early Learning Goals: QCA (Qualifications and Curriculum Authority) has produced a set of early learning goals for children in the Foundation Stage of education. These outcomes are a set of skills, knowledge and understanding that children might be expected to achieve by the time they start the National Curriculum in Year 1 in six areas of learning: communication, language and literacy; mathematical development; knowledge and understanding of the world; creative development; physical development, and personal social and emotional development. The Foundation Stage continues until pupils enter Year 1 when they begin Key Stage 1 of the National Curriculum.

² On school results: An average points score provides schools with a single statistic to compare the overall grades attained by their pupils with the grades attained by pupils in other schools. At Key Stages 1 and 2, the National Curriculum levels of attainment are given a score. For example, in mathematics Level 1=9 points and Level 2=15 points, and so on. The average test score achieved by a school is calculated by adding up all the scores achieved by the pupils and then dividing by the number of pupils who took the test. These comparisons are the ones used in the figures printed in the summary of the report. When the percentage of pupils attaining a particular level is compared to other schools, this is stated clearly in the text.

³ On Levels: The National Curriculum has been written on the basis that, by the end of Year 2, pupils are expected to attain Level 2 in all National Curriculum subjects. Those who achieve Level 3 are therefore attaining above nationally expected levels. It is a national expectation that all pupils should reach Level 4 by the end of Year 6. Pupils who reach Level 5 are therefore attaining above the nationally expected level for their age.

3. The school's results in the national tests for 11-year-olds were close to both the national average and the average of similar schools in English, below these averages in mathematics and above these averages in science. Again, this was a relatively small group of pupils and the performance of a single pupil would be sufficient to place the school in a higher comparative grade. Although comparisons of the percentage of pupils who attained the expected Level 4 were a little worse, the percentage of pupils attaining the higher Level 5 were no worse and, indeed, they were well above the national average and the average of similar schools in science. It is encouraging that, despite the earlier low standards at the end of Year 2, pupils achieve generally satisfactory standards by the time they leave the school. Nevertheless, it is noticeable that standards are not as high in mathematics as they are in English and science. The percentage of pupils who do not attain the nationally expected levels is high and has clear implications for the provision of special educational needs in the school.

4. There are positive signs of improvement. The new teacher for pupils in Year 2 has been successful in raising standards, particularly in mathematics where the teaching and learning of basic skills ensures that all pupils have a good mental recall of number facts. The school has sought and received good support from the local education authority in evaluating its provision in mathematics and improving the quality of teaching and learning, and the National Numeracy Strategy has been implemented effectively. Most importantly, the co-ordinator for special educational needs has implemented a number of initiatives. These include an early identification of pupils with special educational needs, using the assessment of children when they begin school as a starting point, additional support from learning support assistants and the effective use of much improved individual education plans. As a result, the judgements of the inspection are that pupils' attainment now generally meets national expectations at the end of both key stages in English and mathematics and is above national expectations in science at the end of Year 6.

5. When small groups of pupils take the national tests, the results of a single year can be unreliable. Nevertheless, the trend in the school's results since 1996 is rising broadly in line with the national trend. Furthermore, the trend in the school's results since 1998 has been impressive and well above the national trend. This is undoubtedly due to the school's commitment to raising standards and the continued improvement in standards since the tests in 2000, particularly in Years 1 and 2 and in mathematics across the school. The school maintains a suitable focus on inclusion. There is no identifiable difference in the attainment of boys and girls as, with small groups of pupils, these vary from year to year. The school identifies gifted and talented pupils and has established a system to track pupils' progress as they move through the school. Targets are set for individual pupils in literacy and numeracy and for year groups in other subjects. The school has set suitable targets for pupils' attainment in English and mathematics at the end of Year 6 based upon their prior attainment.

6. Standards in literacy are satisfactory. Pupils read with expression, fluency and accuracy and they demonstrate a good understanding of the texts they read. Pupils write for a variety of purposes and they redraft their work. They use computers well to improve their skills and they produce work of a high quality, although some pupils continue to make common errors in the technical aspects of writing. The school has implemented the National Literacy Strategy effectively, although there is no co-ordinated policy for developing literacy skills in subjects other than English. Nevertheless, literacy skills are developed in different subjects by focusing on correct subject vocabulary.

7. Standards in numeracy are satisfactory. Pupils are improving their ability to recall mathematical facts from memory and this is now better in Years 1 and 2 than in Years 3 - 6, as older pupils have not benefited from this consistent approach throughout the school. Pupils consider the strategies they use to solve problems and they know the difference between a number and an integer. They work with negative numbers and numbers with decimals to two decimal places. However, there is no clear, co-ordinated policy for the development of basic numeracy skills in subjects other than mathematics.

8. Standards in science are satisfactory at the end of Year 2 and good at the end of Year 6. Pupils experience a good range of activities that cover all aspects of the National Curriculum. They use apparatus well to conduct experiments and develop a good understanding of how animals move and the forces that create motion. The provision for experimental and investigative science is good throughout the school.

9. Standards in the non-core subjects are generally satisfactory. Standards are good in religious education and satisfactory in all other subjects except art and design and geography, where standards are unsatisfactory. This is mainly due to the limited amount of time allocated to these subjects. These standards represent an improvement since the last inspection in science, history and music. As pupils start school with average levels of attainment, they achieve well in science and religious education and satisfactorily in English, mathematics, information and communications technology, design and technology, history, music and physical education. However, they do not achieve well enough in art and design and geography.

Pupils' attitudes, values and personal development

10. Pupils have good attitudes to their work. They show enthusiasm for school, are interested in their work and are willing to apply themselves to their tasks. They ask and answer questions willingly and enthusiastically and are able to select, use and return relevant resources. In most cases, they concentrate for extended periods without the need for teacher-intervention. Pupils' behaviour has improved following the introduction of a behaviour policy and it is good during play times, lunch times and when moving around the school site. In the best lessons, behaviour is frequently very good. Pupils take turns to answer and listen to their teachers and other pupils well and they work well, both individually and in groups. This is a significant improvement in behaviour since the last inspection and has had a very positive effect on pupils' learning.

11. There is good rapport and respect between pupils and their teachers and other adults, and these consistently good relationships considerably enhance the quality of work and progress in the majority of lessons. Pupils show respect for other people and for the school environment and they exhibit an understanding of the appropriate social skills in a variety of situations, such as when talking to visitors or when holding the door open, unbidden, to allow an adult to pass. There was no evidence of any inappropriate behaviour or bullying during the inspection. No pupils have been excluded from the school during the previous year.

12. The standards of pupils' personal development are good. Pupils listen with interest to, and show due respect for, the values, ideas and opinions of others. As they progress through the school they develop an increasing understanding of the diversity of beliefs, attitudes and traditions in society through 'circle time', school assemblies and the religious

education curriculum. Pupils are given responsibility for various aspects of the school's daily routines and these responsibilities increase appropriately as pupils get older, so that the oldest pupils, for example, sit with younger children at lunchtimes and organise games for them at playtimes.

13. Attendance is satisfactory.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

14. Forty-seven percent of the lessons seen were good and 11 percent were very good. There was no unsatisfactory teaching. Twenty-nine percent of the lessons in the Foundation Stage and 44 percent in Years 1 and 2 were good. In Years 3 – 6, 47 percent were good and a further 18 percent were very good. This is a significant improvement since the last inspection when 12 percent of lessons were unsatisfactory. However, care should be used when interpreting percentage points as only 38 lessons were observed and one lesson represents more than two percentage points. It is also the case that one teacher teaches classes throughout the school.

15. Teaching in the Foundation Stage is satisfactory and the teacher plans well for children who start school in each of the three terms as well as for pupils in Year 1 who are taught in the same class. Good relationships are established with the children and they quickly adapt to school routines. The learning support assistant, who works well with the class teacher, provides good support for the children. However, the children are given insufficient opportunity to initiate activities and develop independence in their work.

16. Teachers have a secure knowledge and understanding of the subjects of the curriculum. This has been improved since the last inspection by a planned programme of professional development and, with the introduction of the national strategies for literacy and numeracy, basic skills are taught effectively. This is apparent in English and mathematics lessons and also in an information and communications technology lesson where the teacher introduced the older pupils to using spreadsheets.

17. The planning for lessons is sound and teachers carefully consider the learning objectives for the lesson and they usually share these well with pupils. However, this is not consistent throughout the school and, in some lessons, pupils are unsure of the purpose of the lesson, which restricts the opportunity for them to understand what they are doing and why they are doing it. In the best lessons, teachers carefully consider their assessments of pupils' learning when planning future tasks and activities. In some lessons though, the tasks set for pupils are not sufficiently different to take account of the wide age and ability range in the class. Consequently, in these lessons pupils do not make the progress that they could if the tasks were more carefully matched to their individual learning needs.

18. Teachers use a variety of methods in lessons that include whole-class teaching, group work and individual work. There are high expectations of pupils' behaviour and the tasks set for them are suitably challenging. Consequently, pupils' attitudes are good in lessons and they are encouraged to do their best. Teachers manage pupils well and good relationships are maintained in all lessons.

19. Teachers use resources well. For example, number fans and whiteboards are used effectively in mathematics lessons to engage all pupils in responding to the teachers' questions as they practice their mental recall of mathematics facts. The learning support assistants provide good support to teachers and pupils, including those with special educational needs. They know the pupils well and are well informed by the individual education plans for pupils with special educational needs. On some occasions, however,

they spend long periods sitting with the pupils listening to the teacher, which is not always the most effective use of their time. Most lessons manage to maintain a brisk pace and this helps pupils to sustain concentration throughout the lesson. In some lessons, though, the pace slackens because the session is too long and the work continues to fill the time available. This is because of the organisation of the school day that includes some sessions that are too long for a single lesson and insufficient time to include another lesson. Some lessons observed during the inspection, particularly those following playtimes, did not start on time. Homework is satisfactory and includes the practice of literacy and numeracy skills as well as work in other subjects.

20. The quality of teaching is good in Years 3 – 6 for English, science and music. It is satisfactory in English in Years 1 and 2 and for mathematics, history and information and communications technology throughout the school. It was not possible to make secure judgements in the other subjects and years. This is because the standards achieved and the scrutiny of pupils' work indicate satisfactory progress and satisfactory standards of teaching, whilst much of the teaching observed was good. However, only one or two lessons were observed in many subjects and the teaching in these lessons was often good. The arrival of two new teachers, the introduction of the national strategies for literacy and numeracy and the school's programme of professional development are improving the quality of teaching in the school. It will be a little time before standards rise in response to these improvements.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?

21. The curriculum for children in the Foundation Stage is suitably based on the early learning goals for children of this age. The main school provides a broad and relevant curriculum that meets the requirements of the National Curriculum and the locally agreed syllabus for Religious Education and statutory requirements are met. However, there is a lack of balance between the subjects of the National Curriculum.

22. The school timetable is common throughout the school and, as a result, the teaching time available for Years 3 – 6 is significantly below the recommended time. The relatively brief time allocated to some subjects such as geography and art and design restricts the opportunities for learning in these areas. Furthermore, the organisation of the school day is such that many individual sessions are too long, and lessons are often extended to use this time, which results in a lack of pace which in turn restricts progress in learning. On a number of occasions during the inspection, playtimes were extended. Although this has the advantage of reducing the lesson time to more manageable periods, it is not the most effective use of the already limited curriculum time.

23. The school has adopted long-term plans for all subjects and this has addressed the omissions in the curriculum noted in the last inspection report. However, the quality of some of the medium-term curriculum planning is inconsistent and underdeveloped. The school provides sound personal, social and health education for the pupils. Sex education and drugs education are taught as part of the whole-school curriculum.

24. The strategies for teaching the basic skills of literacy and numeracy are being implemented satisfactorily. For example, in most subject areas, including physical education, there is an emphasis upon learning and understanding key words in order to widen pupils' vocabulary as well as to increase understanding.

25. The school's provision for pupils with special educational needs complies with the special educational needs Code of Practice⁴ and is now good following a number of initiatives introduced by the special educational needs co-ordinator. Previously, pupils with special educational needs were identified in Year 3. The special educational needs co-ordinator has introduced a system of early identification that uses the assessment of children's attainment when they first start school to measure progress and identify pupils who need additional support. Class teachers are fully involved in discussions about the writing of individual education plans. These plans are well designed and give good information to both class teachers and learning support assistants. Although parents were not previously aware of review meetings, the special educational needs co-ordinator now ensures that they are informed in writing and seeks their comments and agreement. The school is aware of the need for parents to be given the opportunity to attend these review meetings and is considering how this might be organised. Currently, pupils with special educational needs make satisfactory progress in terms of the targets identified for them and these initiatives are designed to improve the progress of these pupils.

26. A very strong feature of the curriculum is the provision for extra curricular activities. Many of these activities are sporting and, given that the school is a relatively small community, it has a good range of sports clubs and teams. Older pupils also greatly value school trips such as those to the Delaware Outdoor Education Centre and the theatre. Involvement with the local community is also used successfully to broaden the curriculum. For example, there are visits to churches and pupils participate in local festivals. Several links with the community, such as local sports clubs, provide other opportunities to assist pupils' learning. Secondary schools help to promote sport in the school and there is a link with the local playgroup.

27. The school's curriculum for spiritual, moral, social and cultural education is good overall and this maintains the standards noted at the time of the previous inspection. Spiritual provision is satisfactory. There is a daily act of collective worship which is used to give pupils the opportunity for quiet reflection, for example following a bible story or when thinking about the terrorist tragedy in America, which occurred during the inspection. It was not possible to observe 'circle time'⁵ during the inspection, but it also offers opportunities for reflection, whilst matters of faith are addressed in religious education lessons. Pupils' sense of wonder is sometimes evoked spontaneously, as when pupils in the reception and Year 1 class expressed amazement at the idea of someone communicating with them from a far-off country. Pupils' work in classrooms is attractively displayed and this enhances pupils' self-esteem.

28. Provision for moral education is good. Pupils are taught the importance of good behaviour through an effective discipline policy that employs rewards and sanctions, and they clearly understand the importance of behaving well towards each other. Moral issues arise during the personal education programme, and pupils have the opportunity to develop a sense of moral responsibility through activities such as supporting local charities. Opportunities for developing personal responsibility within lessons and the usual school day are less developed. Older pupils perform tasks such as looking after equipment and helping younger children at lunchtimes, and they provide valuable help in running the library. However, opportunities are sometimes missed to encourage personal research in lessons, and there is no school council or system of class representatives to encourage more responsibility and develop an understanding of citizenship.

⁴ On SEN Code Of Practice: This gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

⁵ On 'Circle time' - this is the provision of a discussion period which provides good opportunities for pupils to talk about issues that face them in everyday life.

29. Social and moral provision are closely linked and social provision is very good. Very good relationships are a feature of the school, and teachers promote and maintain these relationships, both between pupils and between pupils and teachers, very effectively. The range of activities outside lessons, notably the experiences at Trewartha Farm and Delaware Outdoor Education Centre, have a positive effect on cementing a sense of community and contribute to the atmosphere of a happy school.

30. Provision for cultural development is good. It's strength lies in developing the pupils' sense of their own cultural inheritance, for example through dance and a study of the local environment in its historical context. Opportunities are taken to introduce pupils to a range of music in assemblies and lessons. The teacher, in one lesson observed, carefully explained the cultural context of the folk tunes and the classical music being played as a means of teaching pulse and rhythm. There are displays of the beliefs of other faiths and these are considered in religious education lessons. There is also a range of multicultural texts in the library. However, in comparison with exposure to pupils' own cultural history, promoting awareness of the increasingly multicultural nature of modern British society is relatively underdeveloped.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

31. The school has very good procedures for ensuring pupils' welfare and child protection. All children at the school are very well known to teaching and non-teaching staff and the support given to them whilst they are at school is of a high standard. Members of staff display a high level of care and concern for the pupils and their positive attitude enables pupils to thrive in a supportive learning environment.

32. Procedures for promoting and monitoring child protection and ensuring pupils welfare are very good. The child protection officer carries out her duties well and the child protection policy, which is adapted from the local authority policy is comprehensive, known and understood by all members of staff and is strictly adhered to by the school. Good liaison is carried out between the child protection officer and the relevant agencies and the school has good records of child protection matters.

33. The school has an adequate number of people trained in first aid, accidents are recorded correctly and health and safety procedures are exemplary. A health and safety audit has been carried out in recent months and health and safety matters are carefully monitored. The omissions mentioned in the previous report regarding risk assessment, have now been rectified and the school promotes the welfare of the pupils well.

34. The school has good procedures for the monitoring and recording of attendance. Attendance for the last academic year is satisfactory. Registers are accurate, marked correctly and fully comply with legislation. The school secretary and headteacher effectively monitor attendance and liaise fully with parents and the education welfare service. Lessons do not always, however, start on time as on occasions pupils come in from playtimes late.

35. The school gives good education and personal support and guidance to pupils. Pupils are well known by all staff and feel that they are supported. They know who to relate to and who to go to for help or guidance. The school adequately deploys staff in the playground at break and lunchtime to supervise the pupils. These members of staff have received training and are given good support.

36. The school's procedures for monitoring and promoting good behaviour and the monitoring and eliminating of oppressive behaviour are simple but very effective. The school has few rules but they are understood by all pupils and adhered to by staff. Any rowdy or challenging behaviour is immediately identified by members of staff, who deal with it appropriately. During the inspection, no incidents of bullying or challenging behaviour were observed.

37. The school has good procedures for the assessment of pupils' learning. Assessment is carried out when children start school and the school uses results of national tests in Years 2 and 6 as well as optional tests at the end of other years to monitor pupils' academic progress and set targets for them. Each class teacher has a good knowledge about the progress of pupils in their class and they review the progress pupils are making towards the targets they have set.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

38. The school's partnership with parents is satisfactory and a significant majority of parents who responded to the pre-inspection questionnaire were very supportive of the school.

39. The information provided for parents is satisfactory, overall. A well-produced brochure is provided that is parent-friendly and gives useful information to parents about organisation, school rules and ethos. Regular weekly newsletters are produced giving full details of curriculum activities and social activities within the school and these are much appreciated by parents. The omission noted in the previous report that parents do not receive adequate information about the curriculum being covered each term has now been rectified. Parents of children with special education needs have good contact with the school, although they do not attend the annual review of pupils and participate in target setting in individual education plans. The school's web site on the Internet makes certain documents available to parents, such as the school brochure and the governors' annual report to parents, as well as examples of pupils' work in each class.

40. The school produces annual reports but although they contain description of what pupils have achieved, they do not give information about target setting or a full explanation of grades achieved by pupils in comparison with national grades. They are produced in July and, as parents' open evenings are held in March, parents are not given the opportunity to discuss their child's progress as mentioned on the reports. They are, however, able to contact the school if they have any concerns.

41. The school has an active parents' and teachers' association, which has been established since the last inspection. It organises fundraising and social events for the benefit of the school and its work is much appreciated.

42. The school has satisfactory arrangements for the admission of its pupils and for the transfer of pupils to the next stage of their education. Parents of children who are starting in reception are encouraged to bring them into school and to stay with their child until the child settles into school. Arrangements for staff at the receiving secondary school to meet pupils from Year 6 are satisfactory and there is good liaison between the school and the local comprehensive school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

43. The headteacher has established a clear direction for school development. He is committed to the school and the quality of education it provides for the pupils. The headteacher has ensured that the school has made good improvements since the last inspection and he has established a staff that shares his commitment to raising standards and which works well as a team. The headteacher has a very large teaching commitment and, whilst this enables the provision of small class sizes, it restricts leadership opportunities for the headteacher and subject leaders.

44. The role of subject leaders is underdeveloped. They have conducted a review of the resources in their subjects and pupils' work is monitored informally. They have the opportunity to see teachers' planning each term but this is not organised with a clear purpose. Although teaching in literacy and numeracy has been monitored as part of the introduction of the national strategies for literacy and numeracy, there is no planning or policy for this to be carried out routinely with a clear focus. Nevertheless, the small number of teachers in the school is committed to their role as subject leaders and they support colleagues well. The special educational needs co-ordinator has responded well to the information provided by an analysis of the national test results. This showed a need to improve the standards achieved by the lower-attaining pupils. A number of important initiatives have been introduced including an early identification of these pupils, an improvement in the individual education plans and improved support both in and out of classrooms. The special educational needs governor conducted a review of provision for special educational needs independently of the co-ordinator that concurred with the latter's review and informed the new initiatives introduced for these pupils. This governor has attended training courses and meets with the special educational needs co-ordinator each half term.

45. The governing body is well organised and is very supportive of the school. There is a variety of sub-committees including those for finance, curriculum, buildings and personnel. The governing body is fortunate in that a number of its members have a background in education. They have a very good understanding of the strengths and weaknesses in the school's provision that is gained from their frequent visits to the school. The curriculum sub-committee receives reports on these visits either orally or in writing. There is a close relationship between the sub-committees and this enhances the work of the full governing body. Statutory requirements are fully met.

46. The school development plan is a very useful document for school improvement. It contains information concerning targets, success criteria, personnel, financial implications and monitoring and evaluation procedures as well as a five-year plan for school improvement. The governing body makes a positive contribution to the school development plan. Each sub-committee contributes proposals that are considered in a meeting with the school staff, who are also fully involved. Governors receive regular reports from the school staff to help them monitor school development.

47. The school has satisfactory arrangements to evaluate its performance and the governors take an active role. The school analyses the results of national tests and this has led to developments in the provision for pupils with special educational needs, an emphasis on place value in mathematics and a focus on an improvement in the standards of writing. The headteacher teaches each class and this, along with the small size of the school, allows him to monitor pupils' work and teaching informally.

48. Financial planning is good. The finance committee meets regularly with clear budget statements provided by the school bursar and is fortunate to include a trained accountant and representatives of all the other committees. The school's budget is monitored in detail

and all aspects are considered. For example, a breakdown of the pay of all staff is considered each month and the committee noted the necessity to revise the allocation for photocopying. The amount carried forward from last year's budget is above the recommended limit. This is because of the fall in the number of pupils and the governors' awareness of the need to respond to changing circumstances. Day-to-day finances are managed well. The school secretary provides good support to the headteacher and a friendly welcome to parents and visitors alike. The school uses new technology well for school administration, curriculum planning and to provide information for parents through its web site. The principles of best value are applied suitably and the school gives satisfactory value for money.

49. The school has a suitable number of teaching and non-teaching staff. The accommodation is good and offers many spacious areas and good outdoor facilities. The school caretaker, who has been at the school for 19 years, maintains the school environment to a high standard and he is a member of the governors' buildings committee. Learning resources are satisfactory and good for religious education. However, the range of resources for the children in the Foundation Stage is limited and restricts the opportunities for learning activities.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

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

- Review the length and organisation of the school day to consider;
 - * the teaching time available for pupils in Years 3 -6.
(Paragraph: 22)
 - * the length of teaching sessions and the organisation of lessons,
(Paragraphs: 19, 22)
 - * the allocation of teaching time to different subjects to ensure that there is sufficient time for pupils to achieve the nationally expected standards in all subjects.
(Paragraphs: 9, 21, 22, 84)
- Develop the monitoring role of subject leaders to include evaluations of pupils' work, teachers' planning and teaching in the subjects.
(Paragraphs: 43, 44, 72, 78)
- Improve the range of resources and learning experiences available for pupils in the Foundation Stage.
(Paragraphs: 49, 52, 57)

Minor areas for development

- Consider the consistency of teachers' planning and how well tasks are matched to the individual learning needs of all pupils in all lessons.
(Paragraphs: 17, 23)
- Establish a procedure for parents to have the opportunity to attend review meetings for pupils with special educational needs.
(Paragraphs: 25, 39)
- Establish a policy for teaching literacy and numeracy skills across the curriculum.
(Paragraphs: 65, 72)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	38
Number of discussions with staff, governors, other adults and pupils	24

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	18	16	0	0	0
Percentage	0	11	47	42	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than two percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	80
Number of full-time pupils known to be eligible for free school meals	8

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	16

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	11
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	6.8	School data	0.7
National comparative data	5.1	National comparative data	0.4

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
	2000	9	5	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	N/A	N/A	N/A
	Girls	N/A	N/A	N/A
	Total	N/A	N/A	N/A
Percentage of pupils at NC Level 2 or above	School	71 (80)	57 (80)	79 (80)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	N/A	N/A	N/A
	Girls	N/A	N/A	N/A
	Total	N/A	N/A	N/A
Percentage of pupils at NC Level 2 or above	School	50 (80)	79 (90)	79 (100)
	National	84 (82)	88 (86)	88 (87)

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
	2000	7	10	17

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	N/A	N/A	N/A
	Girls	N/A	N/A	N/A
	Total	N/A	N/A	N/A
Percentage of pupils at NC Level 4 or above	School	65 (85)	65 (62)	82 (85)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	N/A	N/A	N/A
	Girls	N/A	N/A	N/A
	Total	N/A	N/A	N/A
Percentage of pupils at NC Level 4 or above	School	65 (77)	65 (69)	76 (92)
	National	70 (68)	72 (69)	80 (75)

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

The tables above do not include the results for boys and girls, as there were ten or fewer boys and girls in these year groups.

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	71
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)	4.3
Number of pupils per qualified teacher	18.6
Average class size	20

Education support staff:

YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	86

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
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	£
Total income	221.381.00
Total expenditure	220.732.00
Expenditure per pupil	2.374.00
Balance brought forward from previous year	29.315.00
Balance carried forward to next year	29.964.00

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	3

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	75
Number of questionnaires returned	37

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	42	3	3	0
My child is making good progress in school.	32	62	3	0	3
Behaviour in the school is good.	32	62	3	0	3
My child gets the right amount of work to do at home.	30	35	35	0	0
The teaching is good.	54	38	5	0	3
I am kept well informed about how my child is getting on.	54	35	8	3	0
I would feel comfortable about approaching the school with questions or a problem.	78	19	3	0	0
The school expects my child to work hard and achieve his or her best.	65	35	0	0	0
The school works closely with parents.	54	38	8	0	0
The school is well led and managed.	43	54	0	0	3
The school is helping my child become mature and responsible.	46	49	5	0	0
The school provides an interesting range of activities outside lessons.	49	35	16	0	0

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

51. The majority of children attend a playgroup prior to joining the school and their attainment when they start school is broadly average. Children start school the term in which they are five years old. Parents have the opportunity for their children to attend part-time for the two terms before they are five. At the time of inspection, there were 12 children in the Foundation Stage, four children attended full-time and were settled into the classroom routines, whilst the other children attended part-time and some had only started school a few days earlier. Year 1 pupils are taught in the same class. This presents a challenge for the teacher who needs to provide the Foundation Stage curriculum for reception children and the National Curriculum for pupils in Year 1. Inspection findings, confirmed by a scrutiny of children's work last year and talking to and observing pupils at the beginning of Year 1, are that most children attain the early learning goals by the time they start in Year 1.

52. Teaching in the Foundation Stage is satisfactory overall. The teacher is very skilled in building trusting relationships with the children, her explanations are very clear, and very good use is made of questioning to assess understanding and guide children's learning. Although the quality of teaching is sometimes good, a weakness is that insufficient provision is made for the needs of the very youngest children to interact in play activities, to initiate activities for themselves, to become involved in role-play activities and develop independence in their work.

Personal, social and emotional development

53. Children are confident in their surroundings; they are able to concentrate for lengthening periods, sitting quietly and alertly on the carpet in introductions to lessons and in assemblies. They acknowledge the need for help and seek it appropriately. They respond positively and confidently to a range of experiences, forming relationships, taking turns, sharing and co-operating well, when singing in the school hall for example, responding appropriately to group activities, listening and participating as required and responding appropriately to warnings and instructions. They become involved in classroom routines, such as clearing away after activities and they show care, respect and affection for other children. The majority of the older reception children are able to change and dress independently for a physical education lesson although the youngest require assistance. The very youngest children are, after barely one week in the school, showing curiosity, feel safe and secure and show a sense of trust. Teaching in this area of learning is satisfactory and most children are on course to achieve the early learning goals expected of children of this age. The class teacher and classroom assistant have developed a very good rapport with the children. They work together very well and organise activities with a clear purpose that leads to a growing level of confidence and independence in the children. However, at times, the very youngest children are expected to sit on the carpet and listen for too long and they are not given enough opportunities to select activities for themselves. Nevertheless, it is a credit to the very good classroom management skills of the class teacher that the children sit through these sessions willingly, without fidgeting or losing attention.

Communication, language and literacy

54. Children's attainment is satisfactory overall and, in a minority of cases, attainment is above the expectations for their age. Children who have been in school since the beginning of the school year have made good progress and are able to read a range of familiar words and sentences, understand what makes a story and can talk about the main characters in

their reading book. They read regularly to the class teacher and listen to a story attentively and respond appropriately, sitting still and looking at the storyteller and communicating their likes and dislikes in clear and easily understandable speech. They understand that words and pictures carry meaning and are aware that print is read from left to right, and from top to bottom. They are beginning to read a range of familiar words. Most of the children who have recently started school are confidently using words to communicate. For example, one child noticed that 'You've taken one away' after they had closed their eyes while the teacher changes the number of bears on display. They listen to the number rhymes 'Five and five make ten' and 'One Little Dickie Bird' attentively, and do their best to join in, one saying 'You made me jump!' as the rest of the children enthusiastically shout out the last line of the song. Teaching in this area of learning is satisfactory overall. The teacher and the learning support assistant work together very well to plan and organise activities. They have very good relationships with the children and value and encourage talk, which enables children to make progress in their speaking and listening skills.

Mathematical development

55. Children are beginning to use their developing mathematical understanding to solve practical problems and know, for example, the sequence of numbers 1 to 10 and beyond and are able to count reliably a collection of everyday objects up to 10. They are able to 'add one more to' or 'make 1 less than' a given set of objects. Children who have been in the school for a few days are developing the vocabulary of shape and size, longer and shorter when working with the learning support assistant to make lines of plastic bricks. They show an interest in numbers and counting and use some number names and number language spontaneously. Teaching is satisfactory overall and children are on line to achieve the early learning goals. Activities are planned well with purposeful tasks appropriately matched to the pupils' needs. The teacher and learning support assistant make particularly good use of mathematical vocabulary.

Knowledge and understanding of the world

56. Children's attainment is satisfactory overall. Older children talk readily to adults and other children about day-to-day life and about events important to them. They demonstrate an appropriate understanding of basic scientific facts, naming the main parts of the body confidently. They find out about and use everyday technology when working at the class computer. They use the mouse confidently to move the cursor on the computer screen to select a part of the body for the computer to speak its name. Teaching is satisfactory in these lessons.

Physical development

57. Children make satisfactory progress and are on line to attain the early learning goals. In a physical education lesson in the school hall, children demonstrated an appropriate control of their own bodies and awareness of their own and others' space. They responded to the activities with enthusiasm, imagination and confidence. Teaching in this lesson was good, with especially good encouragement of speaking and listening skills and the reinforcement of appropriate behaviour. However, opportunities for physical activities and particularly role-play are limited due to the planning of the school day. Opportunities for outdoor activities with large play equipment are restricted due to the lack of resources, such as large wheeled-vehicles.

Creative development

58. Children's attainment is satisfactory overall. The youngest children enjoy joining in with songs and older children enjoy singing simple songs such as 'Fishes in the Water' and 'Ring a Ring of Roses' from memory, responding to the moods and tempo of the music and joining in with appropriate actions. Younger children are beginning to differentiate colours and show an interest in what they see, hear and feel. Teaching in the area of creative development is satisfactory. However, during the inspection, there was little evidence of children independently selecting and using readily available resources for creative activities.

59. The teacher bases her planning on the early learning goals for the Foundation Stage, incorporating information about children's basic skills gained from the assessment undertaken on their entry to the school. The learning support assistant works very well in co-operation with the class teacher, supporting the youngest children very well. However, there is an insufficient range of independent activities and experiences for the children. The accommodation for the Foundation Stage is satisfactory for the number of children although resources are restricted.

ENGLISH

60. In the national tests for seven-year-olds in 2000, standards in reading and writing were well below the national average and the average of similar schools. However, over half of the pupils who took the tests had special educational needs, a much higher proportion than the national average, and they had been taught by several teachers during a relatively short period of time. A new teacher with responsibility for Year 2 has joined the school since the tests in 2000 and the evidence of the inspection is that standards are satisfactory overall, although standards of writing are still below national expectations. Standards in speaking and listening and reading now meet national expectations. Pupils with special educational needs make satisfactory gains in understanding and practical skills.

61. In the national tests for 11-year-olds in 2000, standards were close to the national average and the average of similar schools. The evidence of the inspection shows that, following improved teaching in Year 2, standards are in line with national expectations in all areas of English, including writing. This demonstrates good achievement in writing for all pupils, including those with special educational needs.

62. Pupils in Years 1 and 2 listen well in class, both to the teacher and to each other. Many pupils talk confidently and articulately, and are keen to read aloud or to volunteer information. Pupils read with appropriate confidence and accuracy by the age of seven and they enjoy talking about the books they are reading. The range and quality of pupils' writing improve by the age of seven. For example, pupils progress from shared writing in their early years in school to a range of writing, which includes class poems and diaries. Pupils learn to look for alternative words to make their writing more interesting and use texts such as 'Anna's Amazing Multi-Coloured Glasses' to make their first successful ventures into extended writing. By the end of Year 2, pupils write book reviews and 'thought books' to record their experiences. However, the writing of many pupils is characterised by common spelling and punctuation errors and a limited vocabulary, which restricts progress.

63. By the end of Year 6, most pupils make good progress in developing knowledge, understanding and a range of English skills. Pupils develop good speaking and listening skills and they read with expression and good understanding as well as fluency and accuracy. The range, depth and quality of writing improve, although some pupils continue to make common errors in the technical aspects of writing. The range of writing includes book reviews, structured exercises, imaginative writing such as witches' spells based upon

Macbeth and science fiction stories. Pupils successfully learn to redraft their work to produce different story endings. Particularly praiseworthy are some of the larger projects such as 'Future Christmas', a collection of science-fiction stories, and a high-quality celebration of Class 4's trip to Morwellham, produced on computers.

64. The standard of teaching in English is satisfactory in Years 1 and 2 and good in Years 3 - 6. No unsatisfactory teaching was observed. There are several good qualities evident in the teaching in all year groups. Teachers have high expectations both of pupils' behaviour and work. These expectations are reinforced by very good relationships and, by maintaining pupils' concentration and enthusiasm to do well, teachers ensure pupils make good progress. High expectations were observed, for example, in a Year 6 lesson when pupils were investigating the function of auxiliary verbs and they coped well with challenging tasks. Teachers use questioning well to reinforce and extend understanding, as when Year 5 pupils used instructional texts to extend their range of vocabulary. Teachers' good subject knowledge is evident in lessons and this is effectively communicated to pupils by a variety of strategies. For example, teachers use newspapers to illustrate different ways of telling a story. Planning is appropriate and teachers explain objectives clearly to pupils and, in the best lessons, the work is matched well to the different abilities of pupils. On the few occasions where pupils make less progress in developing their skills, the pace of the teaching slackens during over-long sessions. This happened for example, when younger pupils were experimenting with simple verbs, but sat too long with the teacher and then struggled to maintain concentration in working out the meanings of 'difficult' words for themselves. Nevertheless, a notable feature of the best lessons is the success with which teachers sustain pupils' concentration, often by giving time targets for them to complete tasks. The brisk pace makes the work appropriately challenging, helps pupils to keep focused on the task and assists their learning.

65. The school's strategy for improving literacy is satisfactory, although there is no co-ordinated policy for developing literacy in the other subjects of the curriculum. Pupils' learning in different subjects is being helped, for example, by a focus on the understanding of key vocabulary in lessons in music, mathematics and physical education. The co-ordinator provides good leadership: the teaching of literacy in English lessons has been monitored and the assessment of pupils' work is beginning to be used to set targets for individual pupils, and this is assisting planning and progress in pupils' learning.

MATHEMATICS

66. In the national tests for seven-year-olds in 2000, pupils' attainment was well below the national average and the average of similar schools. However, it is necessary to be cautious as this was a small cohort and one pupil represents more than seven percent. Furthermore, almost a half of this year group had special educational needs, which is well above the average. It is also significant that a new teacher with responsibility for the pupils at the end of Year 2 has joined the school since the national tests in 2000. She has ensured that pupils develop a good, quick mental recall of number facts that exceeds national expectations and this has greatly improved their numeracy skills.

67. Pupils' attainment in the national tests for 11-year-olds in 2000 was below the national average and the average of similar schools. However, this was a relatively small group of pupils and the school's results were below the average by less than one pupil. Girls tend to do better than boys, but there are few pupils and comparative results change from year to year.

68. There are positive signs of improvement. The trend in pupils' attainment since 1998 is rising impressively above the national trend. The National Numeracy Strategy has been introduced effectively and this is significant in raising standards. The school has received good support from the local education authority and training has been provided for teachers and learning support assistants. The local education authority is currently supporting the school by providing professional development for teachers as well as monitoring and evaluating the school's provision. A 'maths club' has begun to provide an additional stimulus for older pupils. The evidence of the inspection, including talking to pupils and looking closely at their work over the last year, indicates that pupils' attainment currently meets national expectations at the end of both key stages. All pupils, including those with special educational needs, make satisfactory progress. The continued improvement in standards has been assisted by the school's analysis of test results to identify weaknesses in pupils' learning. This has revealed pupils' insecurity in their understanding of the number system and, in particular, the function of place value. As a result, there was much evidence of the consolidation and improvement of this in lessons during the inspection.

69. In Years 1 and 2, pupils develop a secure understanding of the number system. They start by counting plastic cubes and progress to counting large numbers of pennies by grouping them in tens. Pupils develop a good, quick mental recall of number facts to 10 and many pupils extend this to 20 and learn multiplication facts to 10×5 . They use their understanding in many problem-solving activities. Pupils recognise halves and quarters and identify common shapes, such as a square, triangle, circle, rectangle, pentagon and octagon. They learn to measure weight with both non-standard measures, such as plastic cubes as well as standard measures. They also begin to use a simple database, creating graphs of the eye colour of the pupils in the class.

70. In Years 3 - 6, pupils' understanding of place value is less secure. The school has identified this as a problem and has focused on improving pupils' knowledge and skills. For example, during the inspection pupils ordered positive and negative numbers to 1000, worked with palindromic numbers to explore place value and learned the difference between numbers and integers. They also add and subtract numbers to two decimal places. However, pupils do not have a quick, mental recall of multiplication facts. Consequently, their ability to work quickly is restricted and it also limits their pace of learning. This is the result of past weaknesses in the school's provision, since pupils currently in Key Stage 1 do this very well. Pupils are encouraged to consider the different strategies they use to solve problems and round up numbers to help them estimate and answer. They understand reflective symmetry and work with Venn diagrams and graphs that they interpret accurately. Pupils are familiar with common two-dimensional and three-dimensional shapes, including recognising equilateral, isosceles and scalene triangles. They know the properties of these shapes and work well on investigations into perimeter and area.

71. The quality of teaching is satisfactory and improving throughout the school. This is due to the school's commitment to raising standards and the good support of the local education authority. Teachers organise lessons well and their management of the pupils is very good. Pupils generally behave well but when they don't, teachers remind them of the high expectations of them in the school. Resources are used well including white boards and number fans to practice pupils' mental recall of number and multiplication facts. The learning support assistants provide good support for teachers and pupils, although they are not always effectively deployed, particularly during the teachers' introductions to lessons. Learning objectives for lessons are usually identified clearly and pupils are aware of what they are learning and why, but this practice is not consistent. In the best lessons, there is

brisk pace to the work that helps pupils to sustain concentration throughout the lesson and tasks are carefully matched to the different needs of pupils with a wide range of ability in the class. Some lessons, however, lack a suitable pace as tasks continue for too long to fill the time available and, sometimes, do not start on time. Some tasks are set for groups with too wide a range of ability and, consequently, some pupils do not make enough progress.

72. The National Numeracy Strategy has been implemented satisfactorily and this is improving standards. However, there is no clear policy for developing the basic skills of numeracy in the other subjects of the curriculum. The subject leader, who is also the headteacher, monitors teaching and teachers' planning regularly, but there is no planned method for the regular monitoring of pupils' work. Nevertheless, the results of the national tests are analysed to identify weaknesses and this has led to the improved development of pupils' numeracy skills. A mathematics club and additional support for some pupils have available to parents, have been introduced this term.

SCIENCE

73. In the national tests for 11-year-olds in 2000, pupils' attainment was above both the national average and the average of similar schools. The group who took the tests consisted of a relatively small number of pupils and, although the percentage of pupils who attained the expected Level 4 was below average, the percentage of pupils who attained the higher, Level 5 was well above average. The Year 2 teacher assessments in 2000 show that pupils' attainment was well below the national average and the average of similar schools. However, more than half of these pupils had special educational needs, which is well above the national average.

74. One science lesson was observed in Key Stage 1 (Years 1 and 2) and four lessons in Key Stage 2 (Years 3 – 6). On the evidence of lesson observations, a detailed scrutiny of pupils' work and discussions with pupils, pupils' attainment in science currently meets national expectations at the end of Year 2 and exceeds national expectations at the end of Year 6. Pupils make satisfactory progress in science in Years 1 and 2 and good progress in Years 3 – 6. This is a significant improvement in standards since the previous inspection when attainment was judged to be below national expectations at the end of Year 6 and some National Curriculum requirements were not met. This improvement is due to a number of factors. The arrival of a new subject leader for science has resulted in an improvement in the quality of teaching and teachers' knowledge and understanding of the subject. The school has implemented a detailed whole-school scheme of work for the subject and both the quality and quantity of resources has improved.

75. Year 2 pupils undertaking a topic on growth and health understand that animals, including humans, grow and reproduce and that some foods are important to stay healthy. They are able to identify some types of food that make up their diet and, with help, name some examples of different types, such as corn flakes in the cereals category. They employ first-hand experience and basic information sources to provide answers to questions and communicate their findings in 'food webs', where they record information in drawings. The scrutiny of pupils' work last year shows that pupils undertake a good range of appropriate activities covering all aspects of the National Curriculum. Provision for experimental and investigative science is good throughout the school. From the start, pupils are expected to use simple apparatus and equipment correctly, ask questions about their science work and use focused experiments and investigations to acquire knowledge, skills and understanding.

76. In Years 3 – 6, pupils conduct a study of 'moving and growing' and make observations and comparisons of relevant features of bones and skeletons of a variety of vertebrates. Pupils identify such bones as the cranium, scapula and ribs confidently and make observations and comparisons between animal skeletons and human skeletons. Year 6 pupils study 'forces' and generalise about physical phenomena such as motion being affected by gravitational attraction. They understand that it is gravity that pulls objects down towards earth and that forces can be measured. For example, they know that mass is measured in grams and weight is measured in Newtons'. They recognise that gravity, a pushing force and friction act on a moving car and that 'upthrust' acts on a boat.

77. Only one lesson was observed in Key Stage 1 and it is, therefore, not possible to make a secure judgement on the quality of teaching in Years 1 and 2. However, the quality of teaching in the one lesson observed was good. Teaching in Years 3 – 6 is good. In most lessons, teachers give clear explanations and are confident in their subject knowledge, which, with good classroom management, enables pupils to make good progress. Pupils with special educational needs are supported well and make good progress overall in their science lessons. Teachers maintain a brisk pace throughout the lesson, have a good rapport with their pupils and set high expectations of work and behaviour. Teachers use questioning well to challenge and extend pupils' learning. In the best lessons, teachers make very good use of scientific vocabulary and motivate pupils well so that good progress is made during the lesson. However, in a small minority of lessons, and in some work presented for scrutiny, teachers do not always successfully differentiate between the wide ranges of age and ability in the mixed-age classes by providing tasks appropriate to individual pupils' needs. Pupils' attitudes and behaviour in lessons observed ranged from satisfactory to good and were good overall at both key stages. In most cases, pupils show great interest in the activities and are very keen to answer the teacher's questions, replying with enthusiasm and confidence and working quietly and conscientiously, clearly enjoying their science lessons.

78. The school has successfully implemented a scheme of work for the subject. Resources for the subject are now satisfactory and used well. The subject leader is enthusiastic and well qualified and has made significant improvements in the provision for science in her short time in school. However, although standards of work are monitored informally, at the time of inspection the subject leader had not had the opportunity to monitor teaching in the subject.

ART AND DESIGN

79. Standards in art and design meet national expectations by the end of Year 2 but are below them at the end of Year 6. Standards at the end of Year 6 have declined since the previous inspection. This reflects the insufficient time allocated to the subject, which limits the attainment of older pupils.

80. No art lessons were observed during the inspection and therefore, no secure judgement can be made on the quality of teaching. However, the scrutiny of work available shows that pupils in Key Stage 1 explore ideas and draw or paint from observation, as when doing portraits or collage work on the theme of 'Fantasy Island'. Good links are made with other subject areas: for example, pupils do paintings of 'terrific teddies' linked with the history topic of past and present toys. They also make illustrations for their literacy texts such as 'Anna's Amazing Multi-coloured Glasses'. Pupils show an appropriate ability to develop their control of two-dimensional techniques, although there is less evidence of them evaluating or commenting upon their work.

81. Pupils in Years 3 – 6 experiment with colour to illustrate their different interpretations of the world around them and they do observational drawing. However, they work in a limited range of materials and have insufficient opportunities to develop their knowledge and understanding of the work of well-known artists and to explore their own ideas in a range of media. These deficiencies are recognised by the co-ordinator and a wider range of activities is being developed.

DESIGN AND TECHNOLOGY

82. No design and technology lessons were undertaken during the inspection, and so it is not possible to make a secure judgement on the quality of teaching and learning in the subject. However, a survey of the samples of work on display throughout the school, discussions with teachers and with pupils indicates that pupils' attainment at the end of Years 2 and 6 meets national expectations, as it did at the time of the previous inspection. Pupils undertake an appropriate range of activities in which they design, make and evaluate products and they make satisfactory progress in throughout the school.

83. Samples of completed work on display in classrooms and examples of pupils' planning and photographic records show that, during the previous school year, Pupils in Year 1 make houses for teddy bears, using a variety of materials and large building blocks. They design and made soup for 'Teddy's lunch' as well as 'fantastic flowers'. Pupils in Year 2 make fruit salad, producing a specification and evaluation of the fruit salad as well as have make 'pop-up' Easter cards. Year 4 pupils make 'flipper' books, such as 'Giraffes Inside Out' and Year 5 and Year 6 pupils design and make hats for characters from the novel 'David Copperfield', such as a bonnet for Mrs. Mickawber, and hats for Steerforth and Mr. Dick. They produce diagrams with labels, listing the equipment required and the methods to be used and they evaluate their results. Photographic evidence, including digital photographs, show that pupils work with a range of materials and tools throughout the school. They work together, listing the resources needed, giving step-by-step instructions and testing and evaluating their designs. Resources for the subject are satisfactory.

GEOGRAPHY

84. Standards in geography meet national expectations at the end of Year 2 but are below expectations at the end of Year 6. Only two lessons were observed during the inspection, one in each key stage, and so it is not possible to make a secure judgement of the quality of teaching. Although the teaching observed was good, insufficient time is allocated to the subject for the National Curriculum Programmes of Study to be covered in sufficient depth. Standards have improved for younger pupils since the previous inspection, but they are still unsatisfactory for pupils by the end of Year 6 and, therefore, there has been only limited improvement.

85. Pupils in Years 1 and 2 study Polperro and the immediate locality of the school, for example, learning about the different buildings and their uses. They also use 'Barnaby Bear' to investigate where other countries are in the world, thereby increasing their wider understanding. In addition to increasing their knowledge and understanding, pupils develop an appropriate level of geographical skills, for example when mapping their route from home to school.

86. In Years 3 - 6, pupils cover the relevant aspects of the National Curriculum. For example they investigate where different countries and continents are situated, in addition to places in Britain. They make a comparison with a different locality by studying Chembakolli village in India. Pupils also study physical processes such as coastal erosion. However, the

work observed by older pupils, whilst covering appropriate content, is not of sufficient depth. For example, there is an overuse of worksheets and colouring in of maps, and there is too little extended writing, using the literacy skills which pupils are developing in other areas of the curriculum. Not enough curriculum time is given to geography to adequately develop knowledge and skills to an appropriate level.

87. Good teaching was observed in two geography lessons, one for younger pupils and one for older pupils. In these lessons, teachers made good use of resources such as maps to interest pupils, and emphasised key geographical vocabulary as a basis for improving knowledge and understanding. However, insufficient teaching was observed to make a secure judgement on its quality in the subject.

HISTORY

88. Only two history lessons could be observed during the inspection, one in each key stage. However, it was evident from these lessons and from a scrutiny of pupils' work that standards in history are in line with national expectations at the end of both key stages. This represents an improvement since the previous inspection.

89. By the age of seven, pupils develop an elementary understanding of the differences between the past and the present through examining artefacts and homes from different periods. By the age of eleven, pupils develop knowledge and understanding of a range of topics and themes. For example, they study the world of the Ancient Greeks, examining features such as the Greek contribution to the alphabet. When examining life in Britain during the Second World War, pupils begin to understand how events can have different causes and consequences. Pupils' sense of chronology is developed through producing timelines. Particularly pleasing is the emphasis given to a variety of sources of evidence and local history. By studying evidence about the Victorians, many pupils begin to show an understanding of how different types of evidence can be useful when studying history. The work on Victorian England is linked in well to a study of Polperro: how it has changed and the consequences of that change. Pupils conducted an impressive study on Morwellham, which clearly shows an empathy with the lives of the workers and is a good example of the successful use of information technology in history. Pupils compiled an excellent record of a class visit there.

90. The scrutiny of pupils' work shows that teaching is satisfactory throughout the school. However, in the two lessons observed the teaching was good: teachers emphasised the importance of appropriate historical vocabulary; and the lessons were well paced with clear time targets for activities. The quality of explanation and questioning was good and succeeded in drawing out pupils' understanding of early settlements in Britain and reinforcing older pupils' understanding of chronology. The teaching clearly succeeds in motivating pupils and helps them achieve suitably.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

91. From the evidence of the lessons observed, a survey of work undertaken during the previous school year, observations of pupils working at computers during lessons and discussions with pupils, pupils' achievement by the end of Year 2 and Year 6 meets national expectations and pupils make satisfactory progress throughout the school. Pupils use the Internet to research topics and there is satisfactory use of information and communication technology in other curriculum areas. This constitutes an improvement in standards since the previous inspection that is due to the very good subject knowledge and enthusiasm of the subject leader, improvements in the range and quality of equipment and the adoption of a scheme of work for the subject throughout the school.

92. In Years 1 and 2, pupils learn how to 'log on' to the computer using a password and how to save their work to a floppy disc. Work on display shows that, when using a drawing program, pupils use the 'pencil', 'brush' and 'spray' tools to show texture, and they use straight lines and the 'fill' tool to draw flags. They use geometric shapes and lines to draw pictures of the 'City at Night' on the computer based on the work of Georgia O'Keeffe. In Years 3 – 6, pupils are introduced to writing for a specific audience. They scrutinise newspapers looking for different styles of text and presentation and they consider the role of titles and captions. Pupils identify different icons on the computer screen. They change the size and style of text and edit their work. In Year 6, pupils use a spreadsheet to organise and analyse their science work. They identify, open and select cells and understand that the advantage of a spreadsheet, explaining that it 'does the maths work for you'. Pupils use a 'Science Explorer' CD-Rom to view simulations related to their science topic on plant growth and they use the Internet to find examples for a history topic on Ancient Greece. Pupils produce a calendar with clip-art images, use the repeat function with a programmable toy and gain experience of 'data-logging'. They produce a newspaper, 'The Class 4 Times' with copies such as the 'Special Morwellian Trip Edition' that show work of a good standard. They have also designed pages for the school web site that include articles on their life and work in school, such as an item on swimming in Polperro.

93. The quality of teaching is satisfactory throughout the school. Teachers are appropriately confident in the subject and demonstrate good classroom management skills, which ensures that pupils' learning is satisfactory. Pupils are keen to work with the computers and they work together well, taking turns sensibly. All classes have at least one computer with an Internet connection. Funds have been used to purchase a number of new computers and to provide in-service training for the new equipment. Additional information technology equipment such as programmable toys and a digital camera are used effectively. The subject leader is very enthusiastic and knowledgeable about the subject and has made very good progress with developing the school's web site, which contains useful links for pupils, teachers and parents.

MUSIC

94. No lessons were observed in Years 1 and 2 during the inspection. It is not possible, therefore, to make secure judgements on standards and the quality of teaching in this key stage. However, by the end of Year 6 pupils' attainment meets national expectations. This is an improvement since the last inspection and is a result of the appointment of a teacher with expertise in the subject, a programme of in-service training and support from the local education authority's music staff.

95. In Years 3 – 6, pupils maintain a steady pulse and recognise patterns within pieces of music, such as a recording of 'Portsmouth' and of Beethoven's 7th Symphony. They explain how musical elements are combined and identify the mood of the music. Pupils recognise

the relationship between rhythm and pulse. They enjoy a game that requires them to repeat increasingly complicated and demanding rhythms performed by the teacher and they recognise repeating patterns in a range of recorded music. Pupils' singing in school assemblies is appropriately tuneful and rhythmic. Recorder clubs are held throughout the year and video recordings show pupils performing in concerts at the end of the school year.

96. The quality of teaching in the music lessons seen in Years 3 – 6 was good. Teachers have good classroom management skills, making frequent changes to the activities to maintain and encourage pupils' interest and motivation, and they make good use of resources to interest and motivate pupils. Consequently, the quality of pupils' learning in the lessons observed was good. Pupils' attitudes and behaviour in music lessons are good. They enjoy music lessons and most respond very well to their teacher's instructions.

PHYSICAL EDUCATION

97. There was limited evidence for evaluating overall standards in physical education during the inspection and it is not possible to make a secure judgement on pupils' attainment in all aspects of physical education or the quality of teaching. No lessons were observed for pupils in Years 1 and 2 and only two lessons were observed for pupils in aged eight to 11 in dance and gymnastics. In both these areas, standards meet national expectations and pupils achieved well as the result of very good teaching in the lessons observed. Pupils with special educational needs made good progress in developing their physical skills. Standards in dance have improved considerably since the last inspection, along with the quality of teaching and therefore, there has been good progress since the previous inspection.

98. Pupils achieve a sound standard of interpretative dance, with due emphasis upon control and quality of movement whilst interpreting a particular dance motif. Pupils evaluate each other's performance sensibly. In gymnastics, although there is a wide variation of ability amongst pupils, most pupils combine and perform a series of gymnastic shapes and balances containing elements of clarity, fluency, accuracy and consistency. Some pupils show a pleasing ability to smoothly incorporate changes of speed and direction into their linked routines.

99. Teachers explain the tasks and principles of good performance very clearly, and in both dance and gymnastics they use pupils effectively as models and motivate pupils well to give of their best. Pupils rise to the high expectations of their teachers. Teachers question pupils effectively to reinforce their understanding, for example during warm-up procedures, and they provide good information to pupils enabling them to refine their performance effectively, and teachers give due prominence to safety factors. Physical education has benefited from good in-service training for teachers, and the co-ordinator provides committed leadership. A range of extra-curricular activities such as football, cricket and athletics is enjoyed by high numbers of pupils and contributes to the standards achieved.

RELIGIOUS EDUCATION

100. Only one lesson was observed during the inspection and it is not possible, therefore to make a secure judgement on the quality of teaching. Evidence from this lesson, a scrutiny of pupils' work and talking to teachers and pupils indicate that the good standards noted in the previous report have been maintained.

101. In Years 1 and 2, pupils learn about special books including the Bible and they are introduced to some of the stories in the Bible, such as the feeding of the five thousand. They create wall mats and paintings of the creation story. Pupils develop an increased understanding of special occasions and, beginning with birthdays and Christmas, they learn about special occasions and some festivals of other major religions, such as the Hindu festival of Divali.

102. In Years 3 - 6, pupils develop their knowledge and understanding of the world's major religions, including Hinduism, and Judaism as well as Christianity. Pupils create storyboards of Palm Sunday as they consider the sequence of events of significant occasions. As part of the planned curriculum, pupils reflect on the beauty of the natural world and the need to maintain the environment responsibly when they make posters on caring for the environment. Older pupils conduct a detailed study of Christianity that includes consideration of the roles of significant people, such as John the Baptist, the disciples, Zechariah and Mary, as well as modern day Christianity that includes the lives of monks and nuns and the different branches of Christianity today. Pupils conduct a personal investigation into Judaism that is well presented. They find out about the Shabbat and the use of the scrolls called 'shema' as well as the Torah and the importance of the Ten Commandments.

103. In the lesson seen, the teaching was very good. The teacher planned the lesson carefully and used very good resources to illustrate the Hindu festival of Divali. A very good collection of religious artefacts was displayed in the classroom to encourage pupils' curiosity and understanding. A video of the Hindu festival was shown to the class and the teacher paused the video at significant points to point out important information and ensure pupils' understanding. A good pace was maintained in the lesson and pupils responded well. They listened attentively and showed a great interest.

104. The school has a good collection of religious artefacts to enliven pupils' learning and makes good use of other artefacts from the local authority.