

INSPECTION REPORT

ST COLUMB MINOR SCHOOL

St Columb Minor, Newquay

LEA area: Cornwall

Unique reference number: 111908

Headteacher: Mr John Kendall

Reporting inspector: Mr D. Collard
OFSTED Inspector Number: 11122

Dates of inspection: 7th - 10th May 2002

Inspection number: 194691

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 to 11
Gender of pupils:	Mixed
School address:	Porthbean Road St Columb Minor Newquay Cornwall
Postcode:	TR7 3JF
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Appropriate authority:	The governing body
Name of chair of governors:	Mr David Pollard
Date of previous inspection:	5 th June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
11122	Mr D. Collard	Registered inspector	information and communication technology; art and design; English as an additional language	What sort of school is it? The school's results and pupils' achievements. How well are pupils taught? What should the school do to improve further?
13895	Mrs A. Smith	Lay inspector	none	Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
4109	Mr J. Barley	Team inspector	English; equal opportunities	How well is the school led and managed?
11419	Mrs J. Underwood	Team inspector	history; music; Foundation Stage	
29995	Mrs M. Walker	Team inspector	science; design and technology; geography; special educational needs	
30033	Mr M. Wright	Team inspector	mathematics; physical education; religious education	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Columb Minor School is situated in a small village on the outskirts of Newquay, Cornwall. It serves a mobile population linked to the holiday trade and to local service personnel. In some classes, especially in Years 3 to 6 this is particularly high. In one of the Year 6 classes, nearly half the pupils started at the school after Year 3. This larger than average primary school has 474 pupils on roll, which includes 34 children in Reception who attend part-time. There are 16 classes with pupils from four to 11 years old. There have been substantial building improvements including a number of new classrooms and some shared areas. Pupils start school during the year that they are five and come from a variety of social backgrounds. The number of pupils entitled to free school meals (14 per cent) is similar to the national average. At present, there are no pupils who need support for English as an additional language although three per cent of the pupils come from a minority ethnic background. Thirty-five per cent of pupils are on the special educational needs register, which is above the national average. Seventeen pupils have a statement of special educational need, which is also above the national average. Attainment on entry to the reception is average. The attainment of pupils at the end of the Foundation Stage (at six years old) is variable but, at present, is average.

HOW GOOD THE SCHOOL IS

This is an effective school that provides good value for money and has the potential to do even better. Standards have risen in the infants over the past four years to high levels. At present, overall standards in Year 6 are at average levels in national tests, although the results do not reflect the sound, and sometimes, good achievement pupils make in lessons and over time. Many of the pupils who have arrived in school since the start of Year 3 have special educational needs including a number of statemented children. The quality of teaching is good overall because many new initiatives have been put in place that have improved teachers' skills. The leadership provided by the headteacher and senior management team is very good, as is the management of the school, particularly by the governing body. The resultant professional atmosphere is evident throughout the school.

What the school does well

- Pupils obtain good results in national tests at the end of Year 2 in reading, writing and mathematics and standards are good in art and design and physical education.
- Pupils with special educational needs make good progress because of the excellent support they receive.
- The consistently good quality of teaching.
- The very knowledgeable and professional leadership of the school by the headteacher is supported by an effective senior management team.
- The very effective governing body makes well informed decisions based upon a thorough knowledge of the school's strengths and weaknesses.
- The curriculum is wide and varied, provides some exciting learning, and is based upon good assessment of individual progress.
- Parents are encouraged to be involved in their children's learning and understand the school's aim to make continuous improvement.

What could be improved

- Better standards in science by the end of Year 6.
- The monitoring of attendance.

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 June 1997 and the key issues have been successfully addressed. Whilst there were many positive features, the school has continued to make good improvement. Areas identified as good at that time have been maintained. These include behaviour, the care and welfare of pupils and the strength of parental links. The monitoring of teaching is now good and its success can be seen in the level of the very good and excellent teaching that was seen during the inspection throughout the infants and the juniors. Planning is now based on a thorough set of assessment procedures especially in English, mathematics and science but also in other subjects. Information and communication technology has been greatly improved and standards have risen substantially. In response to national initiatives, the school has rightly focused on literacy and numeracy and science has not had such a high focus for development. In contrast, the use of investigation, experimentation and research is clearly evident in a wide range of other subjects. Outdoor play for the reception

children has been improved but some toys are old. Better equipment is on order. Attendance has fallen, partly because the school has not been rigorous enough in following up absences and term-time holidays.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	D	D	C	C
mathematics	D	D	C	C
science	B	D	E	E

Key

well above average A

above average B

average C

below average D

well below average E

In the 2001 National Curriculum tests for eleven year olds, pupils achieved standards, when compared to all schools and similar schools, that were average in English and mathematics and well below average in science. The trend of improvement over the last four years was broadly in line with that nationally. Pupils in the present Year 6 have average standards in all three subjects. Comprehensive assessment data and evidence from lessons indicates that pupils' achievement through the school is satisfactory. Pupils speak, listen and read well. Writing skills are at average levels although learning has improved with the introduction of new lengthier writing formats. Pupils have good mental strategies in mathematics and use their knowledge of number effectively within a variety of other subjects. In 2001, pupils did better in English and mathematics because there was a much higher number who gained above the expected Level 4. In science, whilst most achieved Level 4, very few were able to exceed this. Analysis by the school suggests that, because a large number of pupils enter the school partway through the four-year curriculum, they do not cover certain areas at either school. The use of evaluations by pupils is not so strong in this subject, particularly for the more able. Steps have been taken so that pupils, this year, are on line to achieve better results. In addition, the large number of pupils with special educational needs, whilst achieving well, do not manage to gain the higher levels. The targets set for 2002 in literacy and numeracy are challenging and, because of the focused teaching and careful appraisal of individual performance, are likely to be achieved.

During the reception year children achieve satisfactorily. They make good progress in creative artwork and physical development. By the time they enter Year 1 the majority of pupils have achieved the standards set in the Early Learning Goals and about half are working on tasks within the early parts of the National Curriculum. Pupils make suitable progress through Years 1 and 2 and gain at least average levels in reading, writing and mathematics. In National Curriculum tests, the trend has been steeply upwards over the last two years. In 2001 very high levels were achieved. These results must be weighed against the fact that the group, as a whole, were more able. Pupils in the present Year 2 are reaching standards that are at average levels in reading writing and mathematics and their achievement is equally satisfactory. The good start in reception, developed in Years 1 and 2, is ensuring that pupils develop the technical skills of reading, writing at more length and are beginning to gain confidence in using numbers. Teacher assessments in science in 2001 were above the national average. Pupils are given many opportunities to develop their curiosity through experiments and investigation and are beginning to be inquisitive. Particularly good use is made of science topics within all other subjects.

Standards in information and communication technology, religious education and geography are as expected by seven and eleven year olds and above that expected in art and design and physical education. Standards are above expected in design and technology, art and design and physical education for seven year olds. Insufficient lessons were seen to make a judgement about history and music for seven year olds although standards are as expected for eleven year olds. Across many subjects good links are made such as in the use of computers, research, mathematical understanding and written reporting. These all help pupils use the knowledge they have to build up their understanding.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are keen and eager and have a pride in their school. They show high levels of interest and many are involved in other activities beyond the normal curriculum.
Behaviour, in and out of classrooms	Good. Pupils behave well; they are courteous to visitors and their friends and show respect for each other and their teachers.
Personal development and	Very good. There is a wide range of opportunities to develop responsibility

relationships	and relationships between the whole school community are harmonious.
Attendance	Well below the national average. Many holidays are taken during term time and for extended periods. The level of authorised absence is higher than the national average. Punctuality is very good. Monitoring the reasons for non-attendance is not sufficiently rigorous.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

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

Teaching and learning in the reception class is good, and pupils achieve what is expected of them. Teachers have a good understanding of the needs of these young children, form good relationships resulting in lessons that are lively and challenging. Effective planning combines work both from the early Learning Goals and from the National Curriculum. There is a good balance between structured lessons in literacy and numeracy and the opportunity for children to play imaginatively. The good teaching in years 1 and 2 from an experienced team of teachers ensures that each subject is taught in good depth. Pupils learn well and achievement over the two years is satisfactory. Teaching in years 3 to 6 is equally good although the very best teaching was seen in Years 4 and 6. Here, the level of challenge was very high and the quality of questioning made pupils think hard about what they already knew. This is not so strong in science teaching. Whilst being satisfactory or good, subject knowledge is not so high and does not always focus on raising the attainment of more able pupils. Across all subjects, planning is thorough and discussions are focused on developing new knowledge and skills. The good links between subjects allows pupils to use this knowledge in real situations. Literacy and numeracy are taught well. The strongest teaching, for all years, was seen in these lessons and results reflect the success. The teaching of pupils with special educational needs is highly effective. These pupils learn well and achievement is good in relation to their own ability. Classroom assistants are used well. They provide valuable and knowledgeable support for teachers, extra assistance for special educational needs and as technicians for information and communication technology. The school is very aware of the need to make provision for all levels of ability, age and need. This is achieved well through the good teamwork of the whole staff.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Whilst raising standards in literacy and numeracy have been a priority the school has worked hard on ensuring that there is coverage in other subjects. Pupils are given a wide range of experiences both in lessons and from visits, visitors and special topics.
Provision for pupils with special educational needs	Good in reception and excellent in Years 1 to 6. The very knowledgeable team quickly identify needs and produce thorough individual education plans. These are reviewed regularly and carefully and the pupil's progress monitored.
Provision for pupils with English as an additional language	Good. The number of pupils is very small. Needs are catered for well, as and when they arise.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Teachers encourage pupils to marvel at the world around them and to become excited about learning. Many opportunities are given to pupils to take responsibility. Pupils have a good understanding of right and wrong and the raising of self-esteem is a priority of the school. There is a good range of cultural development offered both in lessons and through other activities.
How well the school cares for its pupils	Good. There is a very wide range of assessment information. It is used well to identify weaknesses in teaching and improve pupil's progress although is not developed so strongly in foundation subjects. There are good systems for monitoring personal development and behaviour, but systems for monitoring attendance are not rigorous enough.

The school is seen as the centre of community life. A large number of parents are actively involved in helping at school. The school sees this partnership as an important way of improving pupils' learning. The quality of newsletters and information is good and valued by the parent body. Meetings to discuss pupils' progress are regular and well attended because parents find this worthwhile. As a result, the school works well in partnership with the parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher has a clear vision and understanding about school improvement. In conjunction with the very effective senior management team, new initiatives have been implemented to improve the quality of teaching and learning. Co-ordinators take an active role in improving their own subjects.
How well the governors fulfil their responsibilities	Very good. There is an excellent understanding about their role. They are very active in the day-to-day functions and very involved in monitoring the effectiveness of the school by taking an active and well-informed part in the decision making process.
The school's evaluation of its performance	Very good. The school identifies clear priorities, takes effective action and has systems to monitor their success. The school improvement plan ensures that proper timescales are introduced for effective development.
The strategic use of resources	Very good. All interested bodies are involved in drawing up priorities and action plans. Funding is carefully allocated and governors are involved in ensuring that the best value is obtained.

Space is used well and aids the learning of pupils. Resources are good overall although the older outdoor play equipment needs replacing for the reception class. There is a very good range of efficiency and expertise amongst the teaching and non-teaching staff.

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 and do their best. • The leadership of the school is strong and teaching provides the best opportunities for learning. • The communication systems in place and the care that is taken of their children. • The behaviour in and around the school is good and that pupils behave well on trips. • The range of interesting things that children are given to do, the visits and visitors that are involved. 	<ul style="list-style-type: none"> • The computer based annual reports about progress.

The inspectors agree with the many positive comments made by parents and also about the negative comments concerning the annual reports. The school is aware that parents find these impersonal. Much more value is placed upon the long-standing consultation evenings and the recently introduced mid-year reports.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When children enter school there is a range of ability but overall it is broadly average. From an analysis of assessment it is clear this fluctuates each year but the profile of attainment has been upwards since 2000. Pupils make good progress during the reception year because of the good quality of teaching so that almost all achieve the Early Learning Goals (the standards expected of children at the end of the Foundation Stage). They do better in their progress in artwork and gymnastics where standards are higher than expected for children of this age.
2. Standards by the end of Year 2 are average overall. Attainment is above that expected nationally in design and technology, art and design and physical education. Insufficient lessons were seen to make a judgement about the overall standards in music or history. From discussions with pupils and a scrutiny of work it is clear that pupils are generally performing at the levels expected in both these subjects. The achievement of pupils in the infants is appropriate for their ability.
3. Seven year olds speak and listen well. They are encouraged to share ideas in small and large groups and to improve their range of vocabulary. They also read well. Pupils are becoming increasingly confident technical readers who can express their ideas about different stories they have read. Results from national tests indicate an improving trend each year and in 2001 they were very high. This is because teachers place a great deal of importance on regular, structured sessions often supported by classroom assistants or parents. Similar results were obtained in writing tests last year although, because the overall ability of pupils is lower in the present Year 2, these are unlikely to be mirrored in this year's tests. They are on line to achieve average results. Progress, however, is still good for these pupils especially since the introduction of new writing formats and a closer assessment of individual need. The good teaching is also reflected in the progress that pupils make in mathematics. Trends are up over the last three years and reached a peak last year when standards were very high. Pupils in the present Year 2 have standards that are at average levels although pupils are particularly good at mental calculation and can use the knowledge they have learnt in different situations. Standards are in line with national averages in science although the knowledgeable teaching ensures that pupils make good progress especially in their investigation and experimentation. This is providing a good basis for work in the juniors. The basic skills in literacy and numeracy are having a positive effect on other subjects.
4. Standards by the end of Year 6 are average overall, including religious education, although they are good in art and design and physical education. In the juniors, there are a large number of pupils with special educational needs and nearly fifty per cent of some classes were not at the school in Year 2. This has a significant impact on the apparent assumptions that could be made about the analysis of data from tests and what might appear as a drop in performance between Year 2 and Year 6. Overall, progress is sound through the juniors. It is particularly good in literacy and numeracy in Year 6 because of the high quality of teaching. Whilst these pupils only reach average standards in tests this is good when compared to the results they had obtained in previous tests. Standards in English are average. Eleven year olds are confident speakers, listen well to others and are competent readers. Pupils of all abilities read a wide range of texts, stories and poetry with some confidence. They express ideas cogently in written form and use their wide knowledge of English to produce interesting work. Pupils often make

good progress which is linked to some exemplary teaching in Year 4 and Year 6 where the achievement of pupils is at its highest. Overall, the achievement of pupils in the juniors is suitable for their ability.

5. Average standards are evident in mathematics and have risen over the last three years. Progress is sound. Teachers feel that the National Numeracy Strategy has helped improvement and pupils have certainly become more adept in mental agility and developing their understanding, especially in number. Good links are made to a number of other subjects such as science, geography and information and communication technology that allow pupils to use the skills they have already learnt. This has helped build confidence which is also useful in test situations.
6. There is a different picture in science for pupils in Year 6. Results in tests are lower and last year were well below the national average. Results have fluctuated over the last three years. In National Curriculum tests the majority of pupils are able to gain the expected Level 4 but, unlike English and mathematics, the number of pupils gaining the higher Level 5 is well below that nationally. This is because the school has rightly concentrated on improving the performance in literacy and numeracy and as a consequence science has had a lower profile. In addition, the quality of higher level questioning for older pupils is not as good in science and restricts pupils' understanding about drawing conclusions and interpreting data. The school is well aware of this shortcoming and has already taken steps to rectify it. In the lessons seen during the inspection, good progress was apparent in half of the lessons seen and reflects the higher expectations about pupils' learning. Pupils in the present Year 6 are now working at average standards when compared nationally and test results are on line to improve.
7. The overall strong teaching in many areas is the reason why standards have continued to improve since the last inspection. Standards are at average levels in religious education, geography, history, music and design and technology and pupils make the progress they should. The good standards in art and design are evident throughout the school. The high level of presentation both in displays and in books reflects pupils understanding of the need to 'do their best.' As a result they make good progress in their learning and achievement over time. Good planning and a wide range of opportunities are the reason why achievement is good in physical education. Similarly, good opportunities are ensuring that the progress and achievement in information and communication technology have improved and are now good; a major improvement since the last inspection.
8. In both key stages, pupils with special educational needs make good, secure progress. The extremely high quality support given to individual children in small targeted groups and within the classroom has a very positive impact upon the achievements of these pupils both during their lessons and as they work towards their own specific individual targets. Pupils with particular talents have opportunities to develop these, both in lessons and through more specific, targeted work such as in music. The targets set for 2002 in literacy and numeracy are challenging and, because of the focused teaching and careful appraisal of individual performance, are likely to be achieved.

Pupils' attitudes, values and personal development

9. The school is an orderly and well-mannered community and pupils, including the under fives, enjoy coming to school. The majority of pupils are well behaved both in lessons and around the school. Their positive attitude to school allows them to respond well to the clear expectations and procedures of the staff. Pupils are friendly, courteous and very willing to talk to visitors. A

very successful re-introduction programme is in place. This helps disruptive pupils re-integrate into school life. Pupils show respect for their surroundings. There is only one recent incidence of a pupil's exclusion from school and this is well below the national average for similar schools. Overall, the school has maintained the good standards in pupils' attitudes, values and personal development since the last inspection.

10. Pupils' attitudes to learning are good and when good teaching is particularly stimulating they are very good. This has a positive impact on their progress and makes an important contribution to the standards achieved by many pupils. On many occasions, pupils work enthusiastically and co-operate well with each other and other adults in the classroom. The very good relationships allow for humour within lessons and the pupils are confident with their responses. They actively participate in lessons by asking questions and they are very supportive of each other and listen carefully to what others have to say. They are eager to give answers and demonstrate that they are capable of concentrating well. Teachers, teaching assistants and mealtime assistants provide a comprehensive network of support and relationships between pupils and these groups are very good.
11. Pupils respond well to the variety of opportunities offered by the school to take initiative and responsibility. Their personal development is good as teachers foster the development of the pupils' personal and social skills. Pupils are given good opportunities to reflect on the impact of their behaviour and actions, often through the planned assemblies, time set aside for informal class discussion of personal, moral and social issues and PSHE, (personal, social and health education) curriculum. Pupils consider matters that impact on school life through the School Council that meets twice each term. Class representatives at the Council meetings discuss the part they can play in ensuring that everyone within the school community enjoys a high level of mutual respect. Pupils are encouraged to help each other, for example some older pupils have been trained to instigate and support group games for those younger during lunchtime play. Pupils use the Resource based Learning Centre for independent research, reading and homework after school. There are good opportunities for pupils to extend their social skills through participation in the extra-curricular activities such as taking part in sporting activities or singing in the one of the school choirs.
12. Relationships are very good. Pupils are open, friendly and courteous towards all staff and visitors. They show respect for one another's views, beliefs and culture and are caring towards each other. Many work collaboratively together, both in the classroom and in other aspects of school life. They are keen to help each other and for example some Year 6 pupils are trained to mentor those younger and to help settle disagreements without taking sides. They are frequently supportive of each other's efforts and most pupils are willing to share. By the time they leave the school, the majority are confident and mature young people with whom it is a pleasure to talk.
13. Attendance is well below the national average for similar schools and this is unsatisfactory. The number of unauthorised absences is higher than the national average and the reasons for this include the high incidence of parents taking pupils away on holidays for long periods of time during term time. Most pupils arrive in time for the beginning of the school day and during the inspection, lessons began promptly. Registration is efficiently carried out at the beginning of morning and afternoon sessions. This judgement is not as good as that made at the last inspection.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

14. Overall, the quality of teaching observed during the inspection was good. No unsatisfactory lessons were seen and over 70 per cent was good or better. Five excellent lessons were seen in a range of subjects and in both the infants and the juniors. There are particular strengths in the teaching of basic skills in the Foundation Stage and in the quality of planning throughout the school. Teachers are very good at ensuring that pupils know what is to be learnt by the end of the lesson and this is one of the reasons why progress in learning is good. Whilst teaching was considered good at the time of the last inspection it has continued to improve and is now consistently stronger throughout each year. The headteacher and senior management team have made it a priority to focus on objectives for lessons so that pupils will understand what they are learning. In this they have been very successful. In all lessons pupils worked hard, showed good level of understanding about what was expected of them and produced a lot of work.
15. Teaching in the Foundation Stage is good overall, with 70 per cent of lessons being judged as good or better. These lessons reflect the effective planning and the teachers' understanding of the needs of the children in their care. Teachers are enthusiastic and interested and this motivates the children to learn. This was observed in a literacy lesson where the teacher's enthusiasm and expressive reading of the "big book" encouraged and stimulated the children's love of books. All adults have very good relationships with the children. The learning assistants liaise closely with the class teachers and the children benefit from this good support. Work is well matched to the children's needs and the higher attainers are provided with more challenging tasks or are expected to work independently, as was seen in a literacy lesson when they were asked to write three sentences about the "big book" on their own. Teachers use day-to-day assessment effectively to amend their planning. Where lessons are satisfactory rather than good, teachers' knowledge of the subject is limited or the children are not as quiet as they need to be to ensure that effective learning takes place.
16. Teaching in Years 1 and 2 is consistently strong where nearly four in ten lessons were either excellent or very good. This is the reason why pupils progress well in their learning and are able to gain high results in national tests. However, teachers are very aware of the need to ensure that all subjects are covered in depth and the planning reflects a good understanding of how to integrate different subjects. In literacy lessons, for instance, the teachers often use texts linked to science, history and geography and work in information and communication technology is similarly associated. A good example was seen with a Reception/Year 1 class in the computer suite. Here, the pupils were asked to work on a graphing program using information from a tally about favourite fruits. Whilst pupils learnt the intricacies of spreadsheets, they were also developing mathematical skills and were beginning to see how computers could be used as a tool for learning. Teachers use various types of study techniques effectively to ensure a good balance that supports pupils' learning well. Lessons are characterised by whole class discussions, individual, paired and small group work. Pupils learn that they need to concentrate on what they are doing, share ideas and record what they find accurately. Teachers ensure that the whole class are aware of what is expected of them and what they must achieve within a certain timescale. Where teaching is very good there is also an opportunity to assess what has been successful. In a Year 2 literacy lesson, the teacher spent a little time at the end on an assessment sheet. This gave her information that could be used effectively in the next lesson to enhance the quality of pupils' learning. These qualities separate the very good from the satisfactory lessons. Subject knowledge is good in all areas of the curriculum and when questions are asked, comprehensive answers can be given.
17. Teaching in Years 3 to 6 is slightly more variable but nevertheless, good overall and pupils make good progress. The very best teaching was seen in Years 4 and 6. In Years 3 and 5, whilst

teaching is generally good, there was a higher level of satisfactory lessons than in the other two years. The level of challenge in a range of subjects is very high and pupils enthuse about the tasks they are being given. As a result, they concentrated on written work, showed good listening skills and became excited and animated during discussions. Subject knowledge is very good in the specialist music teaching, literacy and art and design. The level of questioning in science in Year 6 does not always challenge the pupils with above average ability because teachers do not have the same high level of subject knowledge. The best knowledge was seen in an art and design lesson in Year 4. Here, the teacher talked at length about a range of various artists, not only giving factual information, but her own feelings and the reasons why paintings can produce such emotion. The pupils reacted with impressive maturity. They questioned the teacher in depth and added their own views. The teacher cleverly used very open-ended questions to encourage a wide debate. This was not so strong in a Year 3 class where the teacher generally praised and encouraged pupils with their artwork rather than challenging the learning.

18. The quality of teaching literacy and numeracy is good. The national strategies have been implemented well. There is particularly good integration of literacy and the objectives of Early Learning Goals for reception children. Lessons throughout the rest of the school are characterised by clear objectives often linked to work that has gone on before. So, for instance, a Year 6 teacher noted in the planning that the lesson on writing was in response to previous story writing where pupils had not fully understood the concept. The 'quick-fire' sessions in mathematics give good opportunities for pupils to develop their mental agility and this is proving very successful in the progress that pupils make. Science teaching has taken on a higher profile and more work is being done to monitor the effectiveness of lessons. In Years 1 and 2, the quality of work is good whilst in Years 5 and 6 there are not enough opportunities to explain why things have happened in experiments and then recording this so that data is interpreted correctly. Often the teachers in these lessons do not set sufficiently high challenges for pupils with average and above average ability.
19. Teaching in information and communication technology has substantially improved since the last inspection. All teachers have undergone extra training and the resources have been updated. This has helped ensure that there is good use throughout a range of subjects. In addition, progress in learning has improved with the introduction of regularly timetabled sessions taken in conjunction with an experienced assistant. Teaching in all other subjects including religious education is equally good. During the lessons seen there were no behavioural issues witnessed and in discussion with pupils they say that there are rarely any issues that cannot be dealt with by the teacher. There are a number of children who could challenge the authority of the teacher but a feature of behaviour management is the way that teachers and assistants are able to divert any problems before they escalate. Partly, this can be credited to the very high level of teaching assistants who support groups of pupils in all lessons. Their work is targeted well and regular notes are kept to aid future planning.
20. Assessment systems are good in all classes. The staff are presently focusing on using different types of assessment that will provide better information. A very good discussion took place in a staff meeting on this topic and its effectiveness was witnessed the following day when one teacher began trials. Marking is good throughout the school. There are slightly different approaches, all of which are effective, but these are linked well to a whole-school policy. Formative assessment has had a major impact in ensuring teaching directly links to an improvement in the quality of learning over time. Homework is used to back up work that has taken place in the classroom. When it is returned it is regularly marked or referred to thus it is valued both by teachers and children.

21. The strong teamwork between all those working with the pupils with identified special needs is the key to the highly effective and successful teaching and support enabling good progress to be made. Working extremely conscientiously and knowledgeably, the teaching assistants are very well informed and thoroughly understand their responsibilities, taking a very active role in the planning, monitoring and review of the children's work. Differentiated tasks, well-considered groupings for activities and an overriding awareness of the pupils' individual targets and level of support required is characteristic of teaching within the classroom and has a very positive impact on the learning that takes place. The clear, very precise and detailed targets of the individual education plans are regularly monitored and reviewed and are the focus of the support and teaching for each child.

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

22. The school meets its statutory responsibility to provide the full range of National Curriculum subjects and religious education and to hold a daily act of worship.
23. The school's hard work in successfully implementing the Numeracy and Literacy Strategies is helping to raise standards. Overall there is good planning in the school and this also helps to raise standards. There is a clear sex-education policy and a drugs misuse policy. For drug misuse instruction, a trained group comes to the school as required to teach and advise pupils in Year 6. There has been good improvement since the last inspection especially in the quality of planning.
24. The school makes good provision for personal, social and health education (PSHE) overall. Opportunities are provided for many pupils to accept responsibility and to take initiative, as for example, older pupils children act as mediators to help settle disagreements between pupils, whilst others are Playground Helpers offering support for games and activities in the playground. The school has a clear sex education policy, which is linked with science. There is a positive approach to the promotion of healthy life styles. Pupils benefit from the input provided by outside speakers and agencies, for example, the school nurse gives pupils advice and guidance on aspects of puberty and the police visit the school to deliver a programme on drugs awareness. However, the current provision for lessons in personal, social and health education (PSHE) and for Circle Time, as a time for pupils to listen to each other and to express mutual support, is not formally planned or co-ordinated across the whole school. As a consequence, the PSHE provision is inconsistent and the amount of time allocated, the content and the approach across all year groups and classes in the school varies significantly.
25. The provision for equality of access and opportunity is good. The school ensures that all pupils are fully included in the full range of learning opportunities it provides. A good system has been introduced to support pupils who are disruptive or subject to exclusion. They are given a special re-integration programme on a part-time basis. They are supported well by assistants or teachers and their progress very carefully monitored. This has met with great success and a number of pupils are now fully involved and responsive to what the school offers.
26. A wide and varied range of extra-curricular activities is provided by the school and these include a school choir, a gym club, football and cricket teams and a swimming team. Outdoor education takes place for pupils in Years 4, 5 and 6 and these residential outings take place at a County Adventure Centre and in London. The school also arranges visits from authors, artists, dancers,

actors and musicians to enhance its provision for pupils. Good links with other schools have been established and visits to and from the local community are encouraged, for example, with numerous plans to celebrate the Golden Jubilee.

27. Outstanding provision is made for pupils with identified special educational needs and this is a strength of the school. Ensuring full inclusion in all aspects of the work of the school both within the learning opportunities and beyond the classroom is central to the ethos of those working with these pupils. Provision for pupils with special educational needs is regularly reviewed in partnership with parents, carers, outside agencies and with the pupils themselves. Early screening and intervention identify the specific needs of younger children and targeted support, through small focused groups is very effective in developing early literacy skills. Highly appropriate support by all those involved in the teaching programmes is very well-organised and very effective in meeting the individual needs of the large number of children on the special needs register. The team is very professionally led by a special needs co-ordinator of the highest quality. Her in-depth understanding of the needs of the children and the demands of the Code of Practice, together with her organisation of the provision and personal expertise is very highly valued by the many personnel and agencies with whom she works in close partnership. She continually reviews the procedures and provision to identify areas for further improvement.
28. Provision for spiritual development is satisfactory. Daily acts of worship meet statutory requirements and some opportunities are offered for pupils to explore their feelings and beliefs. However, insufficient opportunities exist for pupils to reflect on personal issues or to always fully experience a sense of awe and wonder at the world around them.
29. Provision for moral development is very good. The school council, mediation procedures, a variety of school and class rules and consistent good advice from teachers ensure that all pupils have a sound knowledge of right and wrong. These issues are also promoted during Golden Time held each week in classes. Pupils know what behaviour is expected from them and this results in good behaviour around the school and very good personal development and relationships.
30. Provision for social development is very good. A sense of community is promoted with the very good links forged with neighbouring schools and businesses and the good communication between parents and the school and through the school newsletter. In lessons pupils are encouraged to work with each other both in small and larger groupings. In the playground Year 6 pupils help the younger children on a regular basis and are expected to support those new to the school.
31. Provision for cultural development is good. Good use is made of the school's locality to involve pupils in their own culture and links with American culture are noticeable. A discussion with some older pupils showed however, that whilst they had learnt about other cultures, their deeper understanding and appreciation of different festivals and faiths was not well developed.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

32. Support for pupils' welfare makes a good contribution to improving educational standards in the school. The school has a caring ethos marked by the provision of a clean, safe and ordered environment in which pupils can learn effectively and in which parents are made most welcome. Arrangements to promote pupils' general well being are good and inclusive, and pupils are offered much help and support for personal difficulties as all who work in the school know all

the pupils very well. The teachers, teaching assistants and learning support staff are supportive of both the academic and pastoral needs of pupils, including those with learning and other difficulties. Teachers are skilful at meeting the needs of pupils and work hard to maintain the positive relationships that underscore the ethos of the school. This judgement is more positive than that reported at the time of the last inspection.

33. Child protection procedures (CPP) operate through the Learning Support Co-ordinator who has undertaken all necessary training. She is supported in this role by the headteacher who is also fully trained in CPP. Liaison with teaching staff is good and appropriate. The use of teaching assistants contributes positively to the welfare and progress of all pupils. One teacher with appropriate qualifications in first aid, supports the very good provision for dealing with all accidents and emergencies and child sickness. Almost all teachers, teaching assistants and meal time assistants have received training to deal with emergency first aid and the arrangements are very good and well understood by pupils and staff. There is an appropriate health and safety policy and risk assessments take place regularly. Supervision during the dinner breaks is good. There is a provision for personal, social and health education (PSHE), which is delivered through RE, assemblies, Circle time and lessons. This provision ensures that pupils are given good opportunities to reflect on the impact of their actions and behaviour.
34. The school has effective procedures for monitoring and promoting discipline and good behaviour. All staff aim at high and clear expectations for standards in behaviour and, at the beginning of each year, procedures, sanctions and rewards are reviewed by all who work with the pupils in the school. There is an expectation that pupils will behave well and this is reinforced during lessons, break times and assemblies by the example of the adults working in school. The weekly Feather's assemblies are an established integral part of the school ethos and they provide pupils with an effective system for celebrating those who have demonstrated good standards of behaviour, respect and care during each week. There is no noticeable or reported bullying and harassment during the school day. Through a policy of taking immediate action, teachers effectively avoid any serious incidences. There are no recently recorded permanent exclusions.
35. There are very good procedures for monitoring academic progress. At the time of the last inspection it was reported that procedures were good but they were not used well to help teachers plan lessons. This has been an area of improvement. Teachers now use a good range of data to help them work out individual lessons for all ranges of ability. In addition, there is a focus at present on how to make best use of marking and teacher assessment. Professional development and discussion now takes place and its impact was seen in lessons during the week. There is now a much better understanding about the need to provide work that challenges all pupils and builds upon what has gone before. In lesson plans, some teachers refer to changing work in light of previous assessment. Another good example is in the revised curriculum for information and communication technology. As pupils have gained better standards the school has adjusted the curriculum offered so that it will take account of this achievement and make for better progress in future lessons. Assessment of the foundation subjects has been less stringent although various models are being trialled. These are not yet being used in all classes although teachers do have a good idea about what has been achieved through topics.
36. The monitoring of pupils' personal development is good. Teachers know and care for their pupils well and are efficient in monitoring pupils' overall personal development. Monitoring depends on daily exchanges of verbal information between staff and the school is well placed to develop further the monitoring of this aspect of pupils' development. The support work

undertaken by the Learning Support Assistants is of a high quality. Individual Educational Plans are in place for pupils with special educational needs, (SEN) and teachers and learning support assistants have very good knowledge of pupils' targets and work towards helping them achieve their goals. Parents of pupil with an SEN statement are invited to attend reviews and consultation meetings are held for those pupils who are receiving support through the recently introduced levels of school action and school action plus. The Learning Support co-ordinator, operates an open door policy both in the morning and afternoon and is available for appointments.

37. Procedures for monitoring and promoting good attendance are unsatisfactory and although some monitoring of attendance has begun, procedures are not yet fully in place. At present class teachers identify those pupils with an attendance record of below 90 per cent and the Learning Support co-ordinator sends letters to parents of identified pupils to see if there is a problem with which the school can help. The school also enlists the support of the Educational Welfare Officer, as deemed necessary. However, the school does not regularly analyse all the readily available attendance data in any great detail. The school is not, therefore, sufficiently well informed about the patterns of attendance, absence and lateness to be assured that the majority of pupils attain the highest levels of attendance. Registers are maintained and stored in accordance with statutory regulations. During the inspection, lessons started on time and the majority of pupils arrived punctually at the beginning of the school day. Procedures to account for all pupils during the course of the school day are firmly in place.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

38. The school enjoys very good and effective links and partnerships with parents and the community. These make a very positive contribution to pupils' learning at school and at home. The pre-inspection questionnaire and meeting with parents shows that, overall, parents and carers have a very good view of the school. This judgement is more positive than that made at the time of the last inspection. Parents feel that teaching is good and that the school has high expectations for their children. Parents are comfortable asking questions and bringing problems to the notice of the school. They feel that the school is well led and managed. Some parents have stated that they are unhappy with the new computer based reports and some disagree that children get the right amount of homework to do at home. Inspectors confirm parents' positive views about the school and were satisfied with the quality and consistency of homework, which compares favourably with that in other schools. However, inspectors agree with parents that the use of the current computer database for annual reporting on pupils does not provide a personal touch. However, the annual reports do give parents informed details of their child's progress, often suggest targets for pupils' improvement and include details of their levels of attainment in core subjects and record of attendance at school.
39. The quality and quantity of information provided to parents is very good. Informative newsletters are sent out regularly which celebrate the school's successes. Termly letters from class teachers contain curriculum information to inform parents of the topics their children are studying and forthcoming school trips. These publications also contain information about the community and offer a good link between the locality and the school. The parents of new pupils are well informed through the useful School Prospectus, meetings and visits to the school. The Governors' Annual Report to Parents provides another valuable source of information for parents and is well presented. Very well attended parents' meetings provide very good opportunities to discuss their children's progress and targets. A second opportunity for parents to meet with teachers is provided following the Mid-Year Progress reports. These meetings are

essentially for the parents of pupils about whom the school has concerns, but are available to others who may wish them.

40. There are very good arrangements for pupils with a statement of special educational needs receive appropriate information through annual reviews. The vast majority of parents attend reviews and those who are unable to attend also keep in touch, for example, one parent who was unable to attend sent written feedback. The consultation meetings for parents of the pupils, receiving school action and school action plus, are very well attended. The Learning Support co-ordinator has an open-door policy for parents to visit her, both in the morning and afternoon and is also available for those wishing to make an appointment. A number of parents value the opportunity to call in for an informal discussion about their child's needs over a cup of tea.
41. The school operates an informal 'open-door' policy for parents and carers wishing to discuss matters or to make complaints. Teachers are always available for a few minutes at the beginning of the school day and if more time is needed an appointment is made. The headteacher is usually available to parents and carers at most times during the school day. Parents say they feel very welcome in the school and are happy to approach the headteacher or class teacher with problems or difficulties.
42. There is a very strong culture of parental involvement in pupils' learning. The school welcomes the help of very many parents who work in the classrooms alongside teachers; for example, with listening to reading, helping with projects linked to topic work, and in attending outings and residential trips for pupils. A governor organises an army of retired volunteers to provide further support. One grandmother visits the school on a regular basis to help with the provision for design and technology by helping pupils with cooking projects.
43. Many parents, carers, friends of the school and the local community attend school presentations, such as the Christmas productions. There is a very active Friends of Blue School (FOBS). This arranges social and fund raising events for the school with the help of parents, teachers, pupils and friends. They arrange fund raising events such as the Christmas and Summer Fayre, discos, and other social evenings. The forthcoming Summer Fayre will be open to everyone and is an example of the many occasions when the school places itself at the heart of the community it aims to support. Monies raised by FOBS have recently funded the new versatile and stackable staging for the school hall. All these many links between the school and the community ensure that parents make a marked and very positive contribution to the work of the school and what their children achieve.

HOW WELL IS THE SCHOOL LED AND MANAGED?

44. The headteacher is a very good leader. He has a clear vision of where the school needs to go and, supported by a very good governing body and a very able senior management team, he has initiated strategies that are moving the school steadily and successfully towards their stated aims.
45. Fundamental to the school's outlook is the promotion of good relationships and the opportunity for all to have access to the full life of the school. Through its many policies, very good planning and, through the very good relationships that exist throughout the school, equal opportunities are promoted consistently for all.

46. Appraisal through a rigorous Performance Management Policy is central to the growth of increased professional development. There is a regular monitoring of teachers by the headteacher, senior staff and by governors, which ensures that set targets for improvement are duly met and others reset. This process gives suitable information for informs the school improvement plan and enables appropriate targets to be included and appropriate funds allocated. Many such targets are then monitored by staff, and by governors, the latter forming working groups and spending time in school to discuss the progress being made. The governors use the original success criteria as a means of monitoring and reporting to the full governing body. For instance, when a decision was made to build the computer suite, the governors spent a day in school evaluating its success.
47. Everyone involved in the management of the school shares the same commitment to improve and there is a strong sense of teamwork pervading the school. This is enhanced by a consistent policy of making everyone feel valued, irrespective of the role they play.
48. Governors' participation in the life of the school is excellent. They are regular visitors, often helping in the classroom, and each governor is linked to a particular class. They are invited to events involving the class so that both staff and pupils become familiar with their adopted governor. Governors are also involved in the strategic management of the school. Each year a day is given to a review of the past year and assessment of what is needed for the next. Teachers, non-teachers and governors are all involved in this process, which then generates the first draft of the improvement plan. Governors have a very good understanding of the strengths and weaknesses of the school and are in a far better position to make informed judgements in future. They fulfil all their statutory requirements.
49. The headteacher ensures that his management of the school is shared with his very able deputy and the other senior teachers, who together provide a strong and effective management team. The subject co-ordinators share some of the management of the school through their subject management. They produce a development plan for their subject and are given a budget to manage.
50. The school makes very effective use of specific grants. The New Opportunities Fund has been used to train all staff in information and communication technology (ICT); the National Grid for Learning funds have been used to update the ICT resources and special needs funding is used very effectively to support the work of pupils with special educational needs and to ensure that they make good progress.
51. Throughout the school, new technology is used well. The school office is fully computerised and attendance is recorded electronically and computers generate reports. All information from the local education office is received via e-mail. The administration officer is very able and efficient and ensures that the financial systems of the school run smoothly and that the headteacher is very well supported in his day to day running of the school.
52. There is a sufficient quantity of teaching staff to match the demands of the curriculum and these are supported in their work by a very good number of able support staff who are fully involved in teaching and learning. The accommodation is good and is used well to allow the curriculum to be taught effectively. Learning resources are overall good but there are some areas of weakness. The Foundation Stage outdoor play equipment is in urgent need of replacing and resources for history, geography and music need improving.

53. The school is very involved with all the southwest universities and is often used in the initial training of teachers and is also a training centre for nursery nurses. New staff are made very welcome and quickly settle in the school due to the systems for support that the school has established.
54. The school applies the principles of best value very well in the use of its funds. The governors are very aware of how the school performs against other school both in its results and in financial matters. Every two years a questionnaire is sent out to consult with parents about important matters and the school pupil council is consulted regularly. In seeking tenders, the governors will always seek best value for instance when deciding to go ahead with the ICT suite. There has been no audit of the financial systems in the school for many years. Everyone concerned with the school are working very closely together to ensure that the school goes from strength to strength in the pursuit of raising standards.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

55. In order to improve standards the headteacher, staff and governors should:

a. Raise standards in science at the end of Year 6 by:

- Building on the existing good teaching practice to develop the full investigative skills of scientific enquiry, particularly when interpreting data and drawing conclusions.
- Providing appropriate challenges to extend the learning of the higher attaining pupils.

(See particularly paragraphs 88 – 96)

b. Improve the procedures for monitoring attendance by:

- Analysing the patterns for non-attendance and acting upon the evidence gained.
- Ensuring absences are authorised correctly.
- Keeping parents informed on a regular basis about the importance of their children being at school and making it clear to parents what the school will do about it if they do not take note.

(See particularly paragraphs 13 and 37)

56. In addition to the key issues above the governors may wish to consider the following minor issues when drawing up their action plan.

Ensuring there is consistency between classes in the use of discussions about personal and social issues (Circle Time).

(Paragraph 24)

The use of information and communication technology in design and technology.

(Paragraph 107)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	66
Number of discussions with staff, governors, other adults and pupils	27

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	5	11	31	19	0	0	0
Percentage	8	17	47	29	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 one percentage point.

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)	474
Number of full-time pupils known to be eligible for free school meals	62

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	17
Number of pupils on the school's special educational needs register	160

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	66
Pupils who left the school other than at the usual time of leaving	61

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	7.4	School data	0.1
National comparative data	5.6	National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	30	35	65

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	27	25	29
	Girls	35	35	35
	Total	62	60	64
Percentage of pupils at NC level 2 or above	School	95 (86)	92 (88)	98 (92)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	25	28	28
	Girls	35	35	35
	Total	60	63	63
Percentage of pupils at NC level 2 or above	School	92 (85)	97 (86)	97 (90)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	29	41	70

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	20	26
	Girls	35	28	35
	Total	55	48	61
Percentage of pupils at NC level 4 or above	School	79 (75)	69 (71)	87 (85)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	22	23
	Girls	30	33	32
	Total	45	55	55
Percentage of pupils at NC level 4 or above	School	64 (76)	79 (83)	79 (89)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	386
Any other minority ethnic group	16

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	1	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 – Y1

Total number of qualified teachers (FTE)	19.15
Number of pupils per qualified teacher	24.75
Average class size	29.62

Education support staff: Y[] – Y[]

Total number of education support staff	22
Total aggregate hours worked per week	487

FTE means full-time equivalent.

Financial information

Financial year	2000/01
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	£
Total income	791194
Total expenditure	805019
Expenditure per pupil	1710
Balance brought forward from previous year	44934
Balance carried forward to next year	31109

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	5

Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
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	470
Number of questionnaires returned	132

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	29	2	2	0
My child is making good progress in school.	69	29	2	1	0
Behaviour in the school is good.	55	39	2	1	3
My child gets the right amount of work to do at home.	49	41	8	2	1
The teaching is good.	73	23	3	0	1
I am kept well informed about how my child is getting on.	62	33	5	1	0
I would feel comfortable about approaching the school with questions or a problem.	84	12	2	1	1
The school expects my child to work hard and achieve his or her best.	86	11	2	0	1
The school works closely with parents.	64	30	4	2	1
The school is well led and managed.	77	19	1	1	2
The school is helping my child become mature and responsible.	68	26	2	0	4
The school provides an interesting range of activities outside lessons.	50	31	6	2	11

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

57. The provision for the children in the Foundation Stage is in two reception classes and one mixed class of Reception and Year 1 children. Children are admitted into the reception classes in the September of the year of their fifth birthday. The children who will be five before Christmas attend full time, the rest mornings only. After Christmas those who will be five by Easter also attend full-time and after Easter the youngest children attend full-time. Many of the children come to the “learning together” sessions with their parents before starting school and this has proved to be an effective method of induction. There are a few children who have had no pre-school experience.
58. The provision for children in the Foundation Stage is good. There is a recently added secure outdoor play area, an issue from the previous inspection, but the equipment provided is of poor quality and needs improving to ensure children can develop the relevant skills. The curriculum is based on the six areas of learning and, in practice, provides the children with a broad and balanced range of experiences. Apart from outdoor play, the reception classes are effective in providing a wide range of challenging and focused experiences to promote the early learning goals. Activities are chosen to give the children opportunities for language development and to develop the necessary skills.
59. The attainment of the majority of children entering the reception classes is broadly average. This is confirmed by the analysis of the school’s initial assessment. Teaching in the reception is good. Overall, children are on course to achieve the early learning in all areas but there are some aspects where the majority of children exceed these goals such as artwork and gymnastics.
60. The quality of teaching in the Foundation Stage is good overall. The adults who work with the children have a secure understanding of the early learning goals. Lesson plans and schemes are clear with appropriate learning objectives based on these goals. All teachers have a good knowledge of the needs of the children in the early years and the curriculum meets those needs. All teachers are enthusiastic and have very good relationships with their classes. The majority of lessons are well planned with appropriate early learning objectives clearly defined. There is a good range of activities to extend the children’s learning and develop their language. The teachers and other adults work as a team within the classrooms and the children benefit from this consistent approach to their learning. Expectations of the children’s behaviour is high and they respond well to these. They tidy up the classroom with little prompting from the teachers. There are some attractive displays of children’s work and this helps to provide a bright and interesting environment where learning is encouraged.
61. In the reception, teachers and adults provide an appropriate range of activities to encourage the children to play together and learn through play. Praise and encouragement are effective in promoting positive behaviour and personal, social and emotional development. Day-to-day assessment is used to inform staff of the children’s successes and difficulties so that daily planning can be amended to ensure tasks provide sufficient challenge for the children. All adults have very good relationships with the children and this too has a positive impact on their learning. Teachers and learning assistants are enthusiastic. The entire Foundation Stage staff plan together, ensuring continuity. The learning assistants liaise closely with the class teachers and provide good support for the children. Parents are encouraged to be involved in their

children's learning through sharing storybooks, listening to them read and helping them achieve their targets.

Personal, social and emotional development

62. Standards are in line with expectations and all children are on course to achieve the nationally agreed early learning goals by the end of the Reception Year. Teaching and learning are good in this aspect of the children's development. There is a caring, sensitive ethos and well-planned activities help children appreciate the need for rules and routines. Relationships are positive and children are encouraged to reflect on their feelings and the feelings of others and to understand the consequences of their actions. Children enjoy coming to school. They are eager to learn new skills and, when the activities are exciting and stimulating, put effort and concentration into their tasks and progress is good. They are encouraged to consider the feelings of other children and wait patiently for their turn. This is developed during "special time" when each child takes it in turns to say something good about another child. They work well together in a variety of situations, such as role-play, playing in the sand and sharing the building bricks. There are opportunities for them to develop a sensitivity and awareness of other people, their different religions, customs and ways of life through religious education and the celebration of festivals such as Diwali and Christmas.

Communication, language and literacy

63. The majority of children are on course to achieve the early learning goals by the end of the Reception Year. However there are a few children who are already achieving well above these goals particularly in their writing. Teaching and learning is good. Children are encouraged to become good listeners and to enjoy stories, rhymes and songs. The majority are becoming articulate and confident speakers and respond well to questions. Many children speak in sentences and this was demonstrated during a literacy session when discussing the big book.
64. The majority of children are developing writing skills and can write their names unaided. The higher attainers are writing sentences and beginning to spell words that are frequently used. This is well above the expectations of the early learning goals. The other children can often write the first letter of each word in their sentence. Most children know how to write their letters so that they are in a recognisable form. A variety of opportunities are given for children to write: diary, retelling fairy stories or information such as the life cycle of a frog.
65. The children enjoy listening to stories, reading and sharing books. They handle books with care. All children are beginning to recognise some simple words, although the higher attaining children are more confident in reading. Children are developing ways of finding out how to say unfamiliar words, either by using picture clues or by sounding each letter and running them together. They can answer questions about what is happening in their books and can retell fairy stories such as the Three Bears. However, not all are confident enough to be able to recite a nursery rhyme, although they have learnt a number of these and sing them in music.

Mathematical development

66. Teaching and learning are good in this area and children make good progress; most are on course to achieve the early learning goals although a few have already exceeded these. Children enjoy a mental session doubling numbers up to 10 using dominoes and dice. They are beginning to understand the concept of "one more and one less than" a number. About half the children can recognise the words for the numbers to 10 displayed in random order. All but the special needs children are confident with numbers to 10 and many to 20. When exploring the

weight of two objects, children estimate which is heavier and test their hypothesis by using scales. They also use appropriate vocabulary and learn that the biggest object is not necessarily the heaviest. The higher attaining children are successful in comparing the weight of three objects. Children know the days of the week, can recognise two-dimensional shapes and use them to make patterns. They can also draw graphs to show their favourite flavour of crisp: some being computer generated.

Knowledge and understanding

67. The teaching and learning in this aspect of children's development are good and most children are on course to achieve the early learning goals. Standards meet expectations. A range of topics has been introduced to extend the children's knowledge and understanding and progress is good. There is a topic for each half term and presently the topic is living and growing. As part of this they are beginning to understand chronology as they consider what they did as babies compared to what they can do now. They have looked at the life cycle of a frog and know what plants need to grow. They are excited by the germination of their sunflower seeds. A walk to the local garden centre adds another dimension to their learning as they are amazed by the variety of leaf shapes and colour they see on the plants being grown there. After this visit the children draw maps to illustrate their route and show what they saw on the way. Other topics have included toys and children looked at the kind of toys their parents and grandparents played with and compared them to those they had. They are becoming more aware of the differences between past and present. Children enjoy making cakes and take great delight in decorating them. A range of visits and visitors enhances the children's learning. A recent visit of a fire engine was a great success.
68. Children learn about other cultures through the story of Diwali and have visited the local church for a baptism. They have learnt about the Christmas and Easter story and some of the stories from the Bible. Children enjoy using the computer although there was little evidence of the computer being used during the inspection week. They know how to control the mouse and open the program they want to use.

Physical development

69. All the children already have good co-ordination and are on line to achieve all the requirements of the learning goals for physical development by the end of the reception year. Teaching and learning is good so children make good progress. All children demonstrate good body control and spatial awareness as they move round the hall, avoiding each other and stopping quickly when asked. They can travel in a variety of ways using various combinations and changing direction when told. Children are confident enough to be able to jump off the apparatus, often using a star jump, and landing correctly. All can perform a forward roll: some more controlled than others. They move along the apparatus in different ways; pulling themselves along on their backs or front, crawling, walking and hopping. They are taught the importance of a warm up before the session and a cool-down afterwards. The majority of children use their fine motor skills in other situations such as holding their pencils correctly and writing letters legibly. They use scissors with varying degrees of success, cutting carefully around the outline. Most children try to colour within the lines of the picture.

Creative development

70. The teaching and learning in this area, particularly art, is good and children make good progress especially as most children have already exceeded the early learning goals for artwork, which is

of a good standard. However, they will only just achieve the early learning goals for musical development, as teaching is satisfactory. They enjoy the experiences of using a variety of media such as collage, printing, painting, mixing colours and drawing pictures. There are some very good observational drawings of sunflowers displayed on the wall. During inspection, children were seen using watercolours and a fine brush to paint a picture of a pot plant. The class teacher pointed out the colours and shapes of the petals and the texture of the stalk. The results showed how carefully the children had looked at the plants. Also displayed on the wall were pictures done in the style of Matisse.

71. The children enjoy music and know the names of some non-tuned percussion and how to play them and handle them with care. When asked to repeat a rhythm pattern clapped by the teacher few children were able to do so. Many clapped far too many beats and did not appreciate the different length of notes. The children join in singing nursery rhymes and keep together although not all participate. The teachers use action songs, number rhymes and other simple songs to enhance the children's development in other areas of the curriculum.

ENGLISH

72. On the evidence from lessons and scrutiny of pupils' past work, standards in both the infants and in the juniors in English are average overall. This is similar to the results of the National Curriculum tests of last year for the juniors but is not as good as the results for the infants, the latter being accounted for by the different profile of ability in the present Year 2 classes. This is very similar to the findings of the previous inspection. There is clear evidence from other tests taken and from the strategies put into place that standards are improving and progress is sound.
73. By the time they are seven the majority of pupils are reading well and standards are at least average many being above. Most pupils are able to read a range of texts and are able to discuss the plot of the books and predict what might happen next. Pupils use a range of skills, including their use of phonics to read new or unfamiliar words. This skill is improving since the introduction of the "Jolly Phonics" scheme and since the establishment of target groups and the extra support given to them.
74. In writing, standards are average. Most pupils write using a legible, joined style. They write in a variety of forms such as poetry, description, letters and reporting. Most of the work is punctuated with appropriate use of capital letters and full stops. In the average and above average groups, pupils use commas and question marks accurately. They are beginning to make their work interesting by use of connectives, adjectives and adverbs. Writing in its many forms is being improved since the introduction of the skeleton format, which gives all children a common planning layout and encourages them to think in terms of a beginning, middle and an end. This technique was clearly seen in a Year 2 class in which pupils were asked to plan and write a story about a magic key. They were encouraged to use their skeleton and to think about how the story might begin and how it might be developed and finally how it might end. The results were very successful and pupils had used a very wide vocabulary to make their stories more interesting. One such story began "One boring gloomy morning Jane and Martin suddenly woke up." The story finishes with "So she locked it all up and walked home and had tea. She put it back where she had found it. She can't wait to go back again." Spellings are taught systematically and pupils spell common words accurately. They make good use of personal word banks and the teachers identify useful words for each lesson.

75. Speaking and listening is well developed in the infant classes. Teachers encourage pupils to share their work with other pupils and, when answering questions, many teachers encourage pupils to speak in sentences and to justify their answers. Pupils are developing a wide spoken vocabulary and are growing in confidence in their ability to speak aloud to the rest of the class.
76. By the time they leave the school at eleven, most pupils have become confident and competent in both written and spoken English. Pupils read a wide range of texts including stories, poetry, plays and non-fiction. They are able to talk about the texts, express opinions on their preferences of authors and are able to justify their opinions with references to the text, selecting appropriate words or phrases to support their views. They are able to retrieve and collate information from different sources including the Internet and CD-ROMs.
77. Speaking and listening are above average. Pupils are able to express opinions about a range of topics and are able to justify their opinions with cogent reasons. For instance, some Year 6 pupils were able to discuss the problems of terrorism as the one thing in the world they would like to change. They were able to discuss the problems facing governments in ridding the world of such things and expressed their opinions lucidly. In a Year 4 class, pupils were able to present arguments for and against the building of a supermarket in an imaginary model village. They listened to each other's points well and were willing to come back with counter arguments. They expressed their arguments forcibly and gave sound reasons for their opinions.
78. Most pupils are writing in a wide variety of styles with an awareness of the reader in mind. They write letters to governors inviting them to various events; they write instructional scripts and autobiographies. In all their writing they are becoming very aware of making their writing more interesting by using appropriate vocabulary and complex sentences. Words are usually spelt correctly and pupils are able to use paragraphs, adjectives, adverbs and speech marks effectively. By the time they are eleven, most pupils have developed a legible and joined handwriting style.
79. In the infants the quality of teaching is very good overall and, in the juniors, teaching varies between satisfactory and excellent but is overall good. The common feature of all lessons is the very good planning which ensures that no time is lost and that lessons can progress at a good pace. Detailed learning objectives are included in the planning and these are shared with the pupils at the beginning of the session and, in the better lessons, are referred to again during the plenary session as a means of assessing learning. This gives pupils a clear understanding of what is expected from them and gives them an insight into their own learning. In the best lessons the pace of teaching is very good and this enables teachers to keep the interest of pupils. In such lessons there is a good balance of teacher input and pupils activity. In some other lessons this balance was not as good and pupils spent too long sitting on a carpet that is too small for them to be comfortable and there was too little time left for the planned activity. Some thought needs to be given to the use of carpet time as the space available is not always sufficient and there is a potential for misbehaviour as pupils become restless.
80. Most teachers have good knowledge of English and in particular the requirements of the literacy strategy. Consequently they are able to plan interesting and challenging activities, which engage and sustain pupil interest. Teachers make no compromise when talking to pupils. They use the correct technical language from a very early age and so pupils too become confident in the use of such words as phonemes, graphemes and cohesive ties. In the two excellent lessons in the juniors it was the energy and enthusiasm of the teachers that made the lessons outstanding and created in the pupils the same energy and enthusiasm for the lesson. The lessons were both different in content but had similar features in the teaching and learning. In both the Year 6 and

Year 4 lesson the pace of learning was very good, the subject matter was made exciting by the energy and enthusiasm of the teacher and thus the pupils were eager to learn and to participate. In both lessons, the teachers intervened at an early stage when they assessed that progress was slowing and gave pupils an extra input that enabled them to accelerate their progress once more. In both these and many other lessons there is a high expectation of both work effort and behaviour and pupils respond very positively to these expectations and ensures that pupils, whatever their need, are given similar opportunities.

81. In most lessons the plenary session is an important and valued time in which the teachers are able to reiterate the main teaching points and to use the learning objectives to measure how successful the lesson had been. Pupils with special educational needs are very well supported and this ensures that they make good progress in their literacy skills. Many of the individual education plans show small steps that pupils can achieve and these are then built upon.
82. Standards in English are improving in the school although this improvement is not yet manifesting itself in test results. The energy and work of the subject co-ordinator is beginning to pay dividends. She has introduced such strategies as the writing skeletons, the Jolly Phonics scheme and has analysed strengths and weaknesses in the schools provision to ensure that improvement is constant and continuous. The knowledge and enthusiasm that she brings to both her own teaching and to her co-ordinator responsibilities is already paying dividends and there is every indication that standards in English will continue to rise.

MATHEMATICS

83. The 2001 results for mathematics show that pupils at age 11 achieved results that were broadly in line with national averages and for schools of a similar type. The results in mathematics for pupils aged seven were above the national average and well above the average compared with similar schools. Over the past three years results in mathematics have steadily risen at age seven. At age 11, the results remained below the national average for two years and rose sharply in 2001. The school sees the implementation of the Numeracy Strategy as a key factor in helping to raise standards. The standards reached by the pupils in Year 2 and Year 6 are average. A careful analysis by the school of all results has identified measures and mental calculations as areas needing improvement. Throughout the inspection, many lessons showed that standards reached in these areas are average and the improvement in mathematics since the previous inspection has been satisfactory. There is no significant difference in attainment or achievement between boys and girls or in the way that pupils with special educational needs make progress. Pupils with special educational needs make good progress.
84. Throughout the school pupils make satisfactory progress. In all the lessons seen, pupils make good progress in developing their mental mathematics skills. A wide variety of challenging activities inspire pupils to think quickly and accurately. For example, pupils in Year 1 confidently double numbers like 2, 3, 6 and 8 and mentally add the value of two coins and calculate the change from 20 pence. By the end of Year 2, pupils work with number combinations to 20 and confidently count sides and corners of various shapes. They are confident in their use of numbers and working with numbers in a 100 square. By the end of Year 6, pupils work rapidly in mental work with place value and can, for example, convert hundreds to tenths. They achieve well when estimating possible answers to problems involving money and measures. Their work includes working with polygons and learning about their properties. Good use is made of mathematical language throughout the school and pupils discuss their work using accurate terms to describe what they are doing. Teachers throughout the school value the structure and the challenge of the Numeracy Strategy and believe that it is helping to raise

standards for all pupils. They are also working hard to raise standards in mental mathematics and they are succeeding.

85. Teaching and learning is good, both in the infants and the juniors. Teachers plan well to improve pupils' skills and knowledge and use a wide variety of sources for material to improve pupils' learning. More able pupils are challenged in most classes particularly in Year 6 where 12 pupils work with an experienced teacher on work that includes number and equation work well above the levels expected for their age. Subjects like science use mathematics skills like bar graphs and line graphs to show and analyse data about shadows when the earth and the sun are studied. Computers are used extensively to support mathematical development such as by building and constructing different graphs and charts.
86. The teaching of mathematics is often good or better and no unsatisfactory lessons were seen. Pupils respond positively to the brisk pace of teaching and the good expectations of teachers. Where teaching is very good or excellent, pupils respond eagerly to lessons conducted at a challenging pace that use probing questions to test their knowledge and understanding. Behaviour in lessons is invariably good. Classes have displays that support the work in progress and there are good resources to support the work being done. Many lessons take account of previous learning and assessment and this ensures that future lessons build successfully on earlier lessons and the needs of individual pupils.
87. The leader of the subject is knowledgeable and provides good advice and support to colleagues. Staff regularly devote meeting time towards looking at ways to improve standards in mathematics and regularly evaluate assessments of pupils' work to identify areas for improvement. Teachers' knowledge and skills and resources are regularly improved to help pupils learn. All this good practice is driving up standards.

SCIENCE

88. Standards overall in science are average, both during lessons and in the pupils' work throughout the year. The results of the 2001 National Curriculum tests were below the national average for the percentage of pupils achieving the expected Level 4 and above and well below average when compared to schools in similar circumstances. These comparisons reflect the lower percentage of pupils who achieve the higher Level 5 in the tests. Although there is some fluctuation, the test results show improvement since the last inspection, when performance at age eleven was not significantly different to the national average. However, standards nationally have improved at a faster rate with more eleven year-olds reaching the higher levels in the tests. Through its own monitoring of the outcomes of the work in science, priorities have been identified to further the improvement of the school's performance, particularly in the teaching and development of scientific enquiry. In the current Year 6, all pupils are involved in the presentation of the findings of their own investigations and research into aspects of science actively disseminating the key points of their learning to others.
89. In 2001, at the end of Key Stage 1, teachers assessed standards to be above the national average with the percentage of those reaching the higher Level 3 in line with national expectations. This is an improvement from the last inspection when standards were reported as matching the national average. In Year 1, knowledgeable teaching using skilful questioning very effectively encourages the pupils to think about and respond to their work scientifically providing a very secure understanding from which later investigative work can be developed.

90. Pupils make sound progress overall in their learning in Key Stage 1 building on the many experiences which encourage curiosity and interest in the living world in the Reception Year as they begin to develop their observational skills. Recording the different rates of growth of their broad beans on a bar chart, pupils in Year 1 show good understanding of what is needed for the survival of their plants. Developing this work further, they observe many differences between plants, naming the main parts, including petals, and know how important plants are. Pupils in Year 1 make very good progress as they seek to find the answer to the question “Is the tallest child in the class the eldest?” Contributing their own questions, ideas and simple predictions well to the discussions, carefully recording each stage of their investigation, they develop a very good understanding that their findings do not always support what they think may be the answer! From their previous work, pupils in Year 2 consider how to keep healthy, identifying the value of different foods in their diet. Successfully identifying the uses of electricity and its dangers, they investigate and draw simple circuits, showing how a complete circuit is needed to light a bulb. As they find out “If weight makes things go faster?” and compare how far a marble will travel over different surfaces. They make good progress as they consider ways to make the comparisons fair as part of their investigations. In the lessons, they consider the unique nature of humans and explore aspects of their similarities and differences.
91. Throughout Key Stage 2, overall progress is satisfactory with good progress seen in half of the lessons, reflecting the good teaching and high expectations of pupils’ learning. Learning usually builds well on the pupils’ previous understanding. In Year 3, pupils know about different types of roots and make good progress in understanding their importance to the plants. Building on the earlier understanding of electrical circuits, Year 4 pupils know about the best materials to conduct electricity or to provide insulation. Identifying vibrations and investigating sound waves develops understanding of changing sounds in Year 5. From their work in Year 6, pupils show awareness of the importance of particle size when filtering impurities from muddy water. They measure classroom objects in Newtons using a forcemeter and show good learning of the different directions of force in everyday situations. They know about the importance of the process of photosynthesis to plants and can use classification keys to identify wildflowers and birds.
92. Pupils enjoy their first hand experiences of science. Many investigations provide opportunities for sound progress to be made in understanding how fair comparisons can be made, measurements taken, observations and findings recorded and sometimes simple conclusions drawn from results. Investigating how to decrease the time taken for a jelly cube to melt involves the pupils in a Year 4 class in the accurate use of their stopwatches, recording their timings carefully in their own tables understanding that they will only change the temperature of the water. “What types of changes can occur when mixing different solids with water?” focussed the attention of Year 6 on their knowledge and understanding of solutions and suspensions as they consolidate their work on reversible and irreversible change. However, where conclusions are recorded, they do not necessarily relate to the original question or prediction, or offer additional challenge to explain “why?” particularly to extend the learning of the more able scientists. The planned investigations do not provide sufficient opportunities for older children to interpret data in a wider variety of forms or work with increasing independence making decisions about their own work.
93. The quality of teaching is satisfactory overall with some good and very good lessons seen also. Well-planned lessons within year groups provide good equality of opportunity between classes. The most effective pupil management moves learning on at a good pace, maintaining interest and anticipation of the next stage of learning. Sharing and reviewing learning intentions with the class, involving pupils in evaluating their own understanding are used very well to promote good

quality learning. Most teaching shows secure scientific knowledge, encouraging pupils to use the correct vocabulary in their work. Where learning is less successful, the quality of discussions and level of questioning do not challenge the pupils to define their ideas clearly and the tasks set do not extend the understanding of the faster learners. Pupils with special educational needs are fully included in the lessons and are very well supported in their learning.

94. Pupils have very positive attitudes to their science work. They co-operate well, supporting each other, sharing tasks to measure and observe changes in their investigations. Younger pupils are eager to take part in discussions, enthusiastic to share their ideas and are totally involved in their measuring activity, awaiting with great interest the comparisons of their heights. Very good relationships seen in lessons make an important contribution to the quality of learning taking place.
95. Science is not taught in isolation, linking naturally to other areas of the curriculum. In Year 2, the science of healthy eating envelops the numeracy of the Greengrocer's Shop and the design and making of a fruit salad. As they present their work to other groups, Year 6 pupils speak with increasing confidence as their audience listen intently noting the key points of their information. A science week stimulated great interest and enjoyment throughout the school, concentrating work on solar energy and wind power, reinforcing the strong partnership with The Bears Wind Farm, where a turbine is named after the school. A computer-linked microscope has been presented for use in science and will extend the use of ICT within science. Many visiting specialists, such as an astronomer, geologist and gardener, enrich the curriculum. The school grounds and the locality are used very well, and visits further afield such as to the Eden Project extend the understanding of the relationship between plants and their environment. Developing closer links with specialist teachers is planned to support the teaching of science and to further raise standards.
96. Science is very well managed. The co-ordinator works hard to develop her subject, monitoring planning and pupils' work, and producing a portfolio of work samples to support the developing assessment in science. She is very aware of the priority areas for improvement to raise standards in both key stages. She has a thorough personal understanding of good practice in science teaching, particularly in developing enquiry skills. Resources are much improved, are very well organised, easily accessible and support the teaching of science very effectively.

ART AND DESIGN

97. Standards in art and design are above those expected nationally. Whilst this is a similar finding to the time of the last inspection there has been good progress in the subject. Teaching has continued to improve and there are now even better links to other subjects such as history and geography. The school places a high profile on developing different skills such as the use of painting and sketching. The use of computers in information and communication technology has improved greatly and pupils learn about their use as another media for expressing their creativity. Pupils with special educational needs are sometimes given specific support to develop their artistic skills.
98. The youngest pupils in reception are able to draw with some flair. Some use fine brushes and water colours and know the basic primary colours. They can make a collage as part of a group and work with clay and dough modelling materials. From the displays in classrooms it is clear that these skills progress well through Years 1 and 2. Pupils improve the quality of their

drawing, they are able to make small and larger models and work they do is sometimes linked to different artists and styles.

99. During Years 3 to 6 progress continues to be good. Pupils in Year 3 were seen making maquettes from wire frames. They worked hard and concentrated well. They showed above average skill when trying to transfer their shapes from two-dimensional to three-dimensional. There was a high level of creativity in what was being modelled and the teacher encouraged them to experiment. The best teaching was seen in Year 4 where the teacher had very good subject knowledge. She used this well to develop the understanding of an artistic style. This included talking and asking questions about why the artist had used particular colours and what emotions this might conjure up. The copying drawing that was undertaken as part of the practical activity showed what the class had learnt from the discussion.
100. Although only a small number of lessons were seen during the inspection the quality of teaching seen was never less than good. Pupils made good progress in the lessons and from a scrutiny of other work that has been done, it is clear that pupils make good progress through both infants and the juniors. In all lessons seen, pupils are keen and eager to learn. Teachers use a good variety of techniques to interest, motivate and stimulate learning. During practical sessions good time is given to experiment and the pupils are not afraid to make mistakes. The teachers encourage them to try again and improve on what they have done. In discussions, pupils are very aware of the techniques used in different media. Older pupils are quite clear about when it is useful to use a computer such as when making posters or for graphic design. This is at a level above that expected for their age.
101. The co-ordinator for the subject is a specialist in her field and has good ideas about how to improve the subject. She has sufficient expertise to give advice and support to other teachers. The school uses schemes of work linked to the new national guidelines. These are linked to topics and themes in subjects such as history, geography, ICT and science. Resources are good and use is made of the locality to improve the opportunities available.

DESIGN AND TECHNOLOGY

102. No overall judgement can be made about the quality of teaching and learning in design and technology as it was only possible to observe two lessons during the inspection. However, evidence from teachers' planning, discussions with pupils and teachers, the scrutiny of previously recorded work and displays indicate that standards achieved are above the level expected for pupils of seven and typical of those for eleven year olds at the end of Key Stage 2. There has been satisfactory improvement since the last inspection.
103. Pupils in Year 1 build successfully on their many earlier experiences of using a variety of materials, combining and joining them in different ways. In their lesson they recall their skills in the processes of food preparation, such as chopping, slicing and peeling and they identify the equipment they may need before they plan their vegetable salad. Gathering together their ideas for a "Moving Monster" pupils in Year 3 learn to develop their techniques of paper folding, hinge making, pneumatics, pumps and levers before deciding upon their designs and making their monsters. Evaluating their work they consider how successful their joining has been and reflect on the quality of their finished monster. Explaining their use of axles, chassis, templates and the range of tools they use, including jig saws, a group of Year 6 pupils identify the problems they overcame in transferring their designs into models, evaluating their final products well. Good progress is made in the safe use of tools and understanding of food hygiene throughout the

school. When planned activities encompass the whole design and making process, the best progress is made.

104. Developing experiences in food technology continues to be a strength of the work in design and technology. Pupils have regular opportunities to work with a highly valued very well-organised enthusiastic member of the team in the food technology room, successfully developing their skills and understanding of food preparation and hygiene, and supporting their class based design and technology work and that of other subjects very well. Preparing typical Mexican food adds an insight into life in Mexico for Year 2, and as part of their work in history, pupils in Year 3 make Roman biscuits.
105. In an outstanding lesson in Year 1, the children were completely involved in their own learning, responding very well to the teacher's highest expectations and excellent subject understanding. By challenging their understanding of the healthy foods, ingredients and the processes of food preparation, and constantly re-focussing on the learning "how to plan a healthy salad for someone else", the teaching enables the children to make the very best progress in their learning and in understanding the whole process from planning and making to evaluating their work. The salad is not only planned very thoughtfully, but the children use the information from their recent vegetable survey to make sure it will really be enjoyed when it is eaten! Well-organised resources with skills soundly taught allow older pupils to work independently on their vehicles, making choices about materials and techniques. The lack of opportunities to generate their ideas through designs, plan the development of their work and use their designs as their vehicles develop restricts the progress they make. Pupils with special educational needs are fully included and well supported in their learning in the lessons.
106. Pupils of all ages really enjoy their work in design and technology and make suitable progress. "My favourite!" was the first response in Year 2 as they eagerly discuss how they made their scarecrows based on their literacy text "Tattybogle and Essie" and used elastic bands to power their cotton reel wheels. They are enthusiastic cooks carefully preparing the ingredients for a salsa sauce to accompany their tortillas, full of concentration on their chopping tasks. In Year 1, children exchange their thoughts naturally with a partner and become totally involved in their plans as they begin to design a healthy salad for someone else, their interest, respectful responses and very good attitudes enables the very best learning to take place. Discussing their skills with confidence, pupils in Year 6 take considerable pleasure from their achievement and the final success of their designs. Whilst in a lesson, they work well together, sharing ideas and collaborating to solve the problems they meet when assembling their controllable boats.
107. Currently there is not a co-ordinator with full responsibility for monitoring and developing the subject. However a significant strength of much of the work is the very effective links made with other subject areas, such as the pop-up toys developing work on forces and their work in history looking at toys through the ages. In Year 6, pupils use their scientific knowledge of circuits to power the rotor blades of their helicopter. The resources, with the exception of the very well equipped food technology room, are barely adequate to meet the subject's needs. The potential for using computer software and technology within the subject has not yet been developed.

GEOGRAPHY

108. During the inspection it was not possible to observe sufficient numbers of lessons to make a secure judgement about the quality of teaching and learning in geography. From evidence

gathered through discussions with teachers and pupils, a scrutiny of planning, displays and pupils' work, it is clear that standards are generally typical of those expected at ages seven and eleven. There has been satisfactory improvement since the last inspection.

109. In the Foundation Stage, children learn about the different features of the local area. They draw maps to support their visit to a garden centre. Building on these sound beginnings, pupils in Year 1 survey the traffic and parked cars in a nearby road using their observations well to suggest ways of improving safety, preparing to write to the local authority to present their ideas. They identify a range of safety features such as traffic lights, pedestrian crossings, the lollipop patrol and clamping signs and appreciate that traffic varies at different times of the day. By the age of seven they develop a good understanding of different places. Following the travels of Barnaby and Bella Bear to their holiday destinations using maps and atlases, they listen to reports of the locations from the children they accompany. Learning about Mexico, after finding a mysterious message in a bottle, they know about a village and school through the life of a family and are able to make comparisons with their own lives, needs and homes. Discussing visits to the beach, looking at videos and photographs, finding information from books and other children, they are very aware of many ways to find answers to geographical questions.
110. Mapping skills develop well throughout both key stages. In Year 2, children follow directions around the school identifying areas of the school, place features on a map of the Island of Struay, identify the countries and major cities of the United Kingdom and use simple coordinates to locate treasure! Good use of a CD-ROM supports this work very effectively. By Year 6, pupils show good understanding of compass points, learn about direction, orientation and scale using their Ordnance Survey maps well to support their learning. Undertaking their own research about mountain ranges they learn much about the physical environment of high altitudes, and after visiting the Eden Project extend their knowledge of the climate of tropical rainforests and understand more about survival in these extreme conditions. Placing sources of their international news stories on a world map increases the interest and knowledge of world locations well.
111. Although an overall judgement cannot be made, many strengths in the teaching have a significant impact on the progress that takes place in lessons. Very good quality questioning is particularly effective in developing pupils learning. Skilfully encouraging children in Year 1, to carefully consider their traffic and parking observations and share their reasoning, enables them to decide how to improve the safety of the road. Challenging their observations from photographic evidence and their knowledge of rainfall and the water cycle, helps pupils in Year 5 make good progress in their understanding of the sources and uses of water in different parts of the world. In a very good lesson in Year 6, after an excellent photograph taken from space really sparks everyone's interest, the fast pace of both the lively questioning and changes of activities maintains the high level of enthusiasm and involvement. Understanding of directions is very well reinforced together with successful new learning about compasses and scales. Pupils with special educational needs are given extra help or different work to allow them to progress at a rate suitable to their ability.
112. Pupils have good attitudes to their work in geography, which together with very good relationships, contribute well to quality of learning that is achieved in lessons. They are well behaved and attentive in lessons and in discussions they are polite and extremely willingly to explain their work. Listening carefully, children in Year 1 enjoy their discussions and are eager to share their ideas about improving their environment. Older pupils in Year 5 are confident learners, very willing to offer their thoughts in discussion.

113. Geography is one of the responsibilities of the co-ordinator for the humanities. As a discrete subject it is well led. The co-ordinator is building a sound understanding of the needs of the subject through his discussions with staff, monitoring of teacher's planning and observations of children's completed work. This does not yet focus on the monitoring of more specific aspects of the subject such as the progression of geographical enquiry and skills throughout Key Stage 2. Assessment procedures to record pupils' achievements in the planned units of work are to be introduced during the next academic year. Although some new maps are in use, many maps and atlases are outdated and resources generally are barely adequate to support the work in geography.

HISTORY

114. History and geography are taught in half termly blocks and during the inspection week there was no history being taught in the Infants or in Years 5 and 6. There is insufficient evidence to make a judgement about the standard achieved in history at the age of seven because of limited recording at this age. By the age of eleven, pupils attain standards broadly appropriate to their age. Analysis of their work and discussion with Year 6 pupils indicate they have a secure understanding of chronology and can express their opinions about life in Victorian times. They recall other periods of history but could not talk in depth about them. The Year 6 pupils have produced some well-written pieces about a Victorian childhood showing some empathy with the difficulties and deprivation suffered by these children. However, there are few examples of recording, particularly in this year group. In the other junior years the amount of recording varies: some is worksheet orientated, some allows the children to express their own thoughts. Year 3 pupils are currently studying the Romans and are beginning to appreciate that evidence from the past can be conflicting depending on whether you are a Roman or a Britain. Year 4 pupils can use pictures from Ancient Egypt to deduce information about life in those times and find further information from a range of reference books. Other evidence came from planning and discussion with the co-ordinator and teachers, who confirmed that the emphasis in history sessions was on discussion, role-play and developing research skills rather than recording information. Information and communication technology is used well for research, note-taking and presentations.
115. Progress is satisfactory and pupils are beginning to develop the relevant skills of historical investigation. In the lessons seen, pupils are interested and enthusiastic. When asked to work together they collaborate well and share ideas. They listen carefully when others are putting forward their ideas and show respect for others' opinions. They are keen to respond to teachers' questions and express their views. Support assistants and teachers help support pupils with special educational needs well.
116. Evidence of teaching is limited. Three lessons were seen, all of them satisfactory or better. Where the lessons were good, the teachers' enthusiasm encouraged the pupils to become more interested in the topic and to be involved in detailed research. However, pupils were not inspired by the use of a poor quality overhead but when the same picture was shown as a colourful poster their interest was immediately raised and they worked with more enthusiasm. Teachers provide pupils with appropriate experiences to develop the relevant skills of historical enquiry so that these lessons have good links with literacy as pupils research information. Questioning is used effectively to extend and reinforce pupils' knowledge. Teachers have good relationships with their classes and expectations that they will work together: pupils do this successfully. Where lessons are satisfactory the pace was slower and pupils less well motivated.

117. The standards reported in the previous inspection have been maintained. However, co-ordinator's monitoring role has improved as pupils' work is looked at termly to ensure coverage and progression across the year groups. A weakness is the lack of formal assessment and a new system is presently being trialled although teachers make use of their own assessment to inform planning. Resources are limited and some are of poor quality. However visits to historical sites, the use of the local environment and visiting theatre groups helps to enhance the curriculum and make it more meaningful for the pupils.

INFORMATION AND COMMUNICATION TECHNOLOGY

118. Standards are at a level expected nationally although progress is now good because of the introduction of more concentrated teaching in the small computer suite. The school has invested time and funding into a major improvement programme since the last inspection when standards were not good. This has had a major impact in improving the achievement of pupils. As each year goes by the standards are rising as pupils' competence increases.
119. In the reception class pupils are given a good start. They are able to practise using computers and other machines so that, by the time they reach Year 1, work in word-processing, data-handling and artwork is undertaken well. By the end of Year 2, most are able to write simple stories, use the keyboard with some agility and enter different sorts of data. The higher attaining pupils can choose which program is the best to use and can find information from the Internet. This is at a level expected for pupils of this age. . Pupils are not fully confident writing plans and drafts of stories, for instance. The teaching is good and is supplemented by a knowledgeable assistant who is always on hand to assist the teachers. Pupils are well behaved when working with each other. They particularly concentrate hard on what they are doing and are keen to complete what has been set. Teachers have sufficient expertise to ask challenging questions and set work that ensures that new skills are mastered effectively.
120. Pupils in Years 3 to 6 improve well. Although they have not had the benefit of this strong teaching for all the time that they have been in the school, they have improved quickly as teachers have been able to set more appropriate and challenging work. From the evidence of work seen from previous sessions, it is clear that pupils have a good understanding about how technology can be used as a tool for learning in other subjects. They can produce small presentations, collect data, enter it into a spreadsheet program and use the information they have found. As yet, they are not able to interpret this to a very high level.
121. Teachers, especially those in the upper years, are very aware of the need to continue to improve their own skills so that they can set even more challenge as pupils become proficient. To this end the school has embarked on training programme, funded by the national lottery, aimed at helping teachers to understand how ICT can be used within all areas of the curriculum. Pupils with special educational needs are supported well in lessons. They sometimes have the help of a more able child or of a learning assistant. There is a need to let pupils work more independently in the juniors so that they can build up their own confidence levels.
122. The arrangements for teaching ICT have improved considerably. Pupils now get their full entitlement to time. Half of each class has a period in the resource learning centre whilst the other half of the class are working in the library area, often on an associated task. A teacher and support assistant are on hand to work with this group as and when it is needed. The quality of resources has also improved and funding through the National Grid for Learning (NGfL) has been of major importance in ensuring that the school reaches the ratio of computers to pupils

that has been laid down for 2004. The newly appointed co-ordinator is supported by a competent technician.

MUSIC

123. There is insufficient evidence to judge the standard of attainment by the end of Year 2 because no lessons were observed during the inspection week. By the end of Year 6 standards are broadly in line with expectations. Singing was heard in assembly and the general standard of this aspect in the juniors is good, particularly when the choir is leading. Pupils sing with enthusiasm and clear words. Year 6 pupils' knowledge of the elements that make up music such as tempo, dynamics and timbre is satisfactory. However in other areas it is limited. Few of these pupils know that the clarinet belongs to the woodwind family, for example. Pupils in Year 5 demonstrate their understanding of rhythm and the use of ostinato. They sing in tune and produce a pleasant sound. In Year 1, the music lesson planned had strong links with literacy: pupils used non-tuned percussion to accompany their acting out of the story of the Three Bears and showed great enjoyment in doing this.
124. Pupils are making satisfactory progress in developing the relevant skills and techniques although, where the lesson is led by the music specialist, they make good progress.
125. All pupils enjoy music. They sing with enthusiasm and enjoy participating in music making. This was very noticeable in the Year 5 lesson where all the pupils were fully involved and motivated. They are well behaved and responsive. Because of the teachers' good relationship with their classes, pupils are confident enough to demonstrate their skills. This was observed in lessons in Year 5 when pupils willingly came forward to improvise rhythm patterns and in Year 6 when pupils, who were learning to play specific instruments, were happy to demonstrate their skills to their class. Little use is made, as yet, in developing skills using computers as part of the music-making.
126. Only a small number of lessons were seen during the inspection. Teaching overall is satisfactory but varied in quality from satisfactory to very good. In the very good lesson, the teacher's knowledge and expertise inspired and motivated the pupils to have success. Singing techniques were explained and explored and thus raised the standard of the singing. The challenge of improvising rhythms and conducting was met with enthusiasm. There was a good variety of experiences, which kept the pupils involved. Where the lessons were satisfactory teachers' knowledge was less secure, the pace slower and a limited range of activities provided. This meant that pupils made less progress and were not so enthusiastic. The poor quality of some of the percussion instruments used did not help to motivate the pupils. All teachers have a good relationship with their classes. Good support is given as necessary to pupils with special educational needs.
127. Since the last inspection, which criticised the school for the lack of a scheme of work for music, the co-ordinator has implemented a new scheme. This has been received with enthusiasm by the staff and provides guidance and support for those teachers who are not specialist teachers. The co-ordinator has led training sessions for the staff to encourage the development of music across the school. However, as the scheme has only been in use since September, its effectiveness has yet to be evaluated. Resources are barely satisfactory as some of the instruments are in a poor state of repair and need replacing.
128. At present, extra- curricular music is limited to the choir. This has had many successes and members have recently won the local festival. The choir has also sung in the community for the

senior citizens. Each year, pupils take part in school productions. There are opportunities for pupils to learn instruments such as guitar, keyboard, violin and clarinet.

PHYSICAL EDUCATION

129. By the end of Year 2 and Year 6, standards are better than those expected nationally. Discussions with teachers, a scrutiny of planning and photographs of pupils' work show that the school meets the statutory requirements for teaching physical education including swimming. Improvement since the previous inspection is satisfactory. Throughout the school, pupils with different learning needs and levels of attainment make good progress.
130. Pupils of all ages are taught the need for warming up and cooling down at the beginning and end of lessons. They know about the effects of exercise on the body. In Year 1 pupils perform forward rolls efficiently and jump and land satisfactorily with good control. Pupils watch each other and suggest improvements. They make good use of space and are imaginative in their use of body shapes during free movement.
131. In Year 3, pupils make good progress with striking and fielding skills during ball games. Good teaching enables pupils to improve their techniques and see how they might further improve. In another Year 3 lesson, pupils make satisfactory progress in learning teamwork when they do an orienteering activity. Older pupils develop excellent dance skills and techniques as they interpret a dream-catcher theme. Year 6 pupils also make good progress as they practise badminton racquet skills.
132. The teaching of physical education is good overall and sometimes it is excellent. Teachers make good use of planning guidance and their knowledge, interest and enthusiasm ensure that pupils make good progress as they get older. Effective attention is paid to safety and behaviour management. This enables pupils with diverse learning needs to make good progress and be fully included in lessons. Teachers value the contributions and efforts of pupils and this inspires them and contributes to the good learning atmosphere in lessons. Throughout the school, pupils evaluate their performance to improve and in the most effective lessons this is also achieved through probing questions.
133. The subject is very well managed and good support and advice is given to teachers. The school has good resources for physical education. There is also a good range of activities outside lessons like gym club, football and cricket teams that have a good effect on pupils' learning.

RELIGIOUS EDUCATION

134. By Year 6, pupils' achievements are satisfactory and their standards of attainment match those expected by the locally agreed syllabus. Progress since the previous inspection has been satisfactory with a number of new initiatives being introduced. Throughout the school there are no differences in attainment or achievement between boys and girls or pupils with different learning needs. Few lessons were seen although when combining these with the results from the scrutiny of work it is clear that teaching and learning are satisfactory.
135. By Year 6 pupils have a sound knowledge of other faiths including Christianity, Islam and Judaism. Discussion with pupils shows that their understanding of the work covered is limited. They know about various symbols and festivals but do not understand their relevance. By the

end of Year 2, pupils have considered what it means to be special through studying Christianity, Hinduism and Islam. Many classes have displays that support the work being covered and provide useful information to support pupils' learning. A Year 2 class had completed a lesson on what the Hindu belief was of creation and followed this with a lesson on the Christian belief on the same theme. They showed good recall of the Hindu story and were presented with a variety of interesting and colourful versions of the story as told and illustrated by modern authors. One pupil suggested that the big bang theory was combined with God's work to create the world. The lesson was well planned and the pupils showed interest. The class was able to build a sequence of events through good direction by the teacher. A Year 5 lesson taught pupils about the Jewish Bar Mitzvah. They learned about the symbols and considered what it meant to be grown up but were later unsure about the relevance and meaning of what they had learnt. The teacher had good control of the class and was able to ensure that the discussion developed. The oral part was better developed than the written task.

136. Little extended writing in religious education is done by any classes in the school. Topic books, worksheets and project folders show the information that pupils research and record, but pupils seldom attempt reflective writing that gives them the opportunity to engage personally with the topics they are learning about.
137. Very good work has been done by the new co-ordinator in managing and re-writing the curriculum and establishing the importance of religious education in the curriculum. Resources are good and the school now has a good stock of videos, artefacts and books to support the teaching of religious education. The programme of study is based on the agreed syllabus. Moral issues are given good coverage throughout the school but teachers should be encouraged to promote reflective thinking and writing so that deeper understanding and spiritual development are developed.