

INSPECTION REPORT

ST MARK'S C of E PRIMARY SCHOOL

Morwenstow, Bude

LEA area: Cornwall

Unique reference number: 111992

Headteacher: Mrs M Warren

Reporting inspector: Mr P Kemble
7269

Dates of inspection: 5th – 7th November 2001

Inspection number: 194718

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

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior
School category: Voluntary controlled
Age range of pupils: 4 to 11 years
Gender of pupils: Mixed

School address: Shop
Morwenstow
Bude
Cornwall

Postcode: EX23 9PE

Telephone number: 01288 331395

Fax number: 01288 331395

Appropriate authority: The governing body

Name of chair of governors: Reverend P Abell

Date of previous inspection: 6th June 1997

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
7269	Mr P Kemble	Registered inspector	Special educational needs English Geography History Music Religious education	What sort of school is it? The school's results and pupils' achievements Pupils' attitudes, values and personal development How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9780	Mr J Massey	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
21090	Mr D Manuel	Team inspector	Areas of learning for children in the foundation stage Equal opportunities Mathematics Science Information and communication technology Art and design Design and technology Physical education	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

Bench Marque Limited
National Westminster Bank Chambers
Victoria Street
Burnham-on-Sea
Somerset TA8 1AN

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway, London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	5
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	15
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	18
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	20
HOW WELL IS THE SCHOOL LED AND MANAGED?	20
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	23
PART C: SCHOOL DATA AND INDICATORS	24
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	28

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Mark's Voluntary Controlled Church of England Primary School is smaller than the average primary school. In reception to Year 6, there are 72 pupils on roll, slightly more than at the time of the last inspection. There are 37 boys and 35 girls. Pupils are from a broad range of socio-economic backgrounds and are drawn mainly from the parish of Morwenstow made up of six small hamlets. A small number of pupils travel from the nearby town of Bude and other villages which are outside the school's catchment area. There are no pupils from minority ethnic backgrounds or with English as an additional language. Eighteen per cent of pupils are on the school's register of special educational needs and this is below the national average. There are no pupils with statements of special educational need. The percentage of pupils eligible for free school meals, currently 2.78%, is well below the national average. A small percentage of pupils stay for no more than three years, as their families work in the nearby GCHQ installation. Children's attainment on entry to reception is broadly in line with the national average over time, but the low numbers of children starting school lead to significant variations from year to year. Pupils are organised into three classes. Reception, Year 1 and some Year 2 pupils are in Class 3; some Year 2 pupils, and the Year 3 and Year 4 pupils are in Class 2; and Class 1 contains pupils in Year 5 and Year 6. The inspection of collective worship has been carried out by a separate Diocesan inspection.

HOW GOOD THE SCHOOL IS

St Mark's is a very effective school with a number of strengths, many of which are excellent. The school gives very good value for money. Pupils, including those with special educational needs, make good progress as they go through the school. Pupils' attitudes to school, their behaviour and relationships are excellent. Standards in reading and writing are above average at the end of Key Stage 1 and above average in English, mathematics and science at the end of Key Stage 2. Standards in geography, history and physical education at Key Stage 2 are higher than in most schools. Music is a particular strength of the school and standards at Key Stage 2 are very high. An excellent range of extra-curricular activities successfully extends pupils' learning. The quality of teaching and learning is very good. Teamwork is strong. The headteacher gives very good leadership and is supported very well by all other staff and the governing body.

What the school does well

- Standards in reading, writing, history and music are above average at the end of Key Stage 1.
- Standards in English, mathematics, science, geography, history and physical education are above average at the end of Key Stage 2; standards in music are well above average.
- Teaching is of a very good quality overall and some is better than this; the quality of teamwork amongst all staff is excellent.
- The quality and range of the curriculum are very good; the provision for extending pupils' experiences through visits, visitors and activities outside lessons is excellent.
- Provision for pupils' moral and social development is excellent; provision for spiritual and cultural development is good.
- Pupils' attitudes, behaviour and relationships are excellent.
- The headteacher's leadership is very effective; members of the governing body fulfil their responsibilities very well.
- The school's partnership with parents and the local community is very good.

What could be improved

- Curriculum subjects, such as science, geography, history and religious education, are not always used effectively enough to promote pupils' writing skills.

The area 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, just after the present headteacher was appointed. The overall satisfactory improvement the school has made since then has resulted from the headteacher's leadership and the support she has received from all teaching and non-teaching staff and the governing body. The weaknesses highlighted by the original key issues have been successfully resolved. Every curriculum subject now has a policy and scheme of work that are helpful to teachers as they plan their lessons. The school development plan now clearly identifies action to be taken, dates for completion of initiatives and success criteria. Co-ordinators play an active part in assessing standards in their subjects and reporting these to the headteacher and governors to help establish priorities for school improvement. Procedures for monitoring and evaluating the quality of teaching and learning are good and have made a significant contribution to the effectiveness of teaching and pupils' achievements. Parents are very pleased with their increased involvement in the life of the school and in their children's education. Compared with judgements made at the last inspection, improvement is evident in several aspects of the school's work. The chief improvements are in the quality of teaching, pupils' attitudes, behaviour, relationships and personal development, and the breadth and balance of the curriculum.

STANDARDS

The number of pupils taking the end of Key Stage 1 and Key Stage 2 national tests and assessments each year is often fewer than ten. Comparisons of the school's results with national averages and those of similar schools are, therefore, not a reliable measure of achievement. Results at the end of Key Stage 1 and Key Stage 2 over time, however, show that standards are regularly above, and sometimes well above, the national average in English, mathematics and science. For example, in the 2001 end of Key Stage 2 tests, all pupils achieved at least the expected Level 4 in English, mathematics and science and some achieved higher levels. Results are closely linked to pupils' levels of attainment on entry into the school. For example, in 1999, the end of Key Stage 2 national test results in mathematics and science were in the top five per cent nationally. This was the result of good progress made by a group of pupils whose level of attainment on entry into the school was above average.

Standards achieved by Year 2 pupils are above average in reading and writing, mathematics and science. Standards in music and history are above those typical of pupils of their age. Pupils' standards in art and design, design and technology, geography, information and communication technology and physical education are about average. Standards achieved by Year 6 pupils are above average in English, mathematics and science. Standards in music are well above those typical of pupils of their age and, in geography, history and physical education, they are above. Standards in art and design, design and technology and information and communication technology are about average. At the end of both key stages, standards in religious education are in line with the expectations of the locally agreed syllabus. The challenging targets for English and mathematics at the end of Key Stage 2 in the 2002 tests are likely to be met.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' excellent attitudes are reflected in the enthusiasm they have for school and their ability from an early age to concentrate on their work for extended periods of time.
Behaviour, in and out of classrooms	Behaviour is consistently excellent throughout the school. Pupils show a mature respect for each other and for all adults in the school.
Personal development and relationships	Excellent. Pupils develop into confident and responsible young citizens.
Attendance	Good. Pupils arrive on time and registration procedures meet statutory requirements.

Pupils' excellent attitudes, values and relationships make a significant contribution to their academic achievements and good progress.

TEACHING AND LEARNING

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

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

The quality of teaching and learning in English and mathematics is very good. Literacy and numeracy are taught consistently well in all classes. Teachers work very well as a team and this is one of the main reasons why the quality of teaching is consistently very good overall throughout the school. They work very effectively with teaching assistants, briefing them thoroughly on the objectives of learning activities and involving them closely in assessing pupils' achievements. Expectations of what pupils can achieve are high. Teachers plan lessons together and are successful at matching work closely to pupils' individual needs. This leads to very good levels of inclusion for all pupils in the activities planned. Resources provided in lessons are often of good quantity and quality. Relationships with pupils are excellent; teachers treat all pupils with respect, valuing their opinions and work. As a result, pupils' attitudes to school and their work are excellent. The management of pupils in classrooms and around the school is of a high standard and helps the school to be a calm, orderly community.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. Pupils' learning is successfully extended by an excellent range of trips, visits, residential experiences, lunchtime and after-school clubs.
Provision for pupils with special educational needs	Good. There is early identification and good liaison with parents. Individual education plans are of good quality and pupils' progress towards the targets set is regularly reviewed.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Provision for pupils' moral and social development is excellent. Provision for pupils' spiritual and cultural development is good. There is satisfactory provision for multicultural education.
How well the school cares for its pupils	The school is a caring community providing very good support and guidance for pupils. There is very good attention to ensuring pupils' welfare. Good procedures are in place for assessing pupils' attainment and progress and these are used effectively to guide curriculum planning.

The school works very well in partnership with parents. This aspect of school life has improved significantly since the appointment of the present headteacher and parents are now closely involved in their children's learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good overall. The headteacher provides a clear educational direction to the life and work of the school, with very good support from teaching and non-teaching staff. Subject co-ordinators carry out their responsibilities well.
How well the governors fulfil their responsibilities	Very good. Governors are very supportive of the work of the headteacher and staff. They have a clear understanding of the school's strengths and weaknesses and use available finances very effectively.
The school's evaluation of its performance	Good. Procedures for monitoring and evaluating the success of initiatives in the school development plan and of the quality of teaching and learning are good. Results lead to effective action being taken to tackle areas identified as requiring improvement.
The strategic use of resources	Very good. Efficient and effective use is made of staffing, accommodation and learning resources, as well as additional funds, to promote school improvement.

The quality of teamwork is excellent and staff are committed to raising standards. The headteacher and governors apply the principles of best value well, challenging their decisions through self-review, comparing their achievements with other schools and securing good value for money in the services and resources acquired. Levels of staffing and resources are good. Accommodation provided by the school building and its site is very good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school • Children's good progress • Children's good behaviour 	<ul style="list-style-type: none"> • The homework set for pupils • How the school deals with their questions or problems

<ul style="list-style-type: none">• The good standard of teaching• The information provided about their children's progress• The school has high expectations of its pupils• The school works closely with parents• The school is well led and managed• Children are helped to become mature and responsible• The range of activities outside lessons	
---	--

Inspectors endorse all the aspects that please parents. The amount of homework is judged to be typical of most primary schools. The headteacher and staff are judged to be freely available to discuss with parents questions or problems that may arise and to deal with these quickly and sensitively.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils throughout the school make good progress as a result of very good teaching and, in particular, high expectations of what pupils can achieve. Children in the foundation stage benefit from activities closely matched to their needs and this encourages a positive attitude to work and play which is sustained in all classes. At Key Stage 1, very effective use of assessment information by the class teacher moves pupils on in their learning at a good pace, particularly in reading, writing, mathematics and science. At Key Stage 2, pupils' achievements in English, mathematics and science are generally good and often very good as teachers plan interesting and motivating activities that take full advantage of pupils' excellent attitudes established at the foundation stage and at Key Stage 1. Pupils of all abilities make good progress and achieve well, although opportunities are sometimes missed to provide especially challenging activities for higher attaining pupils, for example in science, geography and history. Pupils throughout the school achieve high standards in music as a result of very effective use of the specialist subject knowledge and expertise of the music co-ordinator, who teaches music to all classes.
2. Children in the foundation stage vary in their attainment when they start school at age four. On average, the formal baseline assessment carried out in their first few weeks in reception shows overall attainment to be similar to the national average. Very good teaching and a wide range of experiences and opportunities help children to achieve well. Progress in personal, social and emotional development, communication, language and literacy and mathematics is good and most children exceed the nationally expected targets, called early learning goals. In the other areas of development, progress is at least satisfactory and children achieve the expected standards in knowledge and understanding of the world, physical and creative development.
3. The number of children who start school each year is small and is often less than ten. As a result, comparing pupils' achievements with all schools and with schools in similar circumstances using the results of national tests at the end of Key Stage 1 and Key Stage 2 is not a statistically reliable method. What the results do show, however, is that pupils at the end of both key stages often achieve standards that are above or well above the national average in English, mathematics and science. Occasionally, as for example in 1999 in mathematics and science at the end of Key Stage 2, results are in the top five per cent nationally. Variations year by year are linked closely to the level of pupils' attainment when they start school. School data drawn from analysis of national and school tests and assessment information show that pupils make good progress from their level of attainment on entry into school and achieve targets set by staff. Inspection evidence supports this and it is likely that the current Year 6 pupils will achieve the demanding targets set for them in English and mathematics in the 2002 national tests.
4. Inspection findings are that, overall, pupils achieve well and make good progress from mainly average levels of attainment on entry. Standards in reading and writing, mathematics and science are above average. Standards in history and music are above those normally seen and pupils achieve very well. In art and design, design and technology, geography, information and communication technology and physical education, standards are average. Standards in religious education are in line with

those expected in the locally agreed syllabus. By the age of eleven, standards in English, mathematics and science are above average and achievement is good. Standards in geography, history and physical education are better than those normally seen. In music, achievement is very good and standards are well above those expected. In religious education, achievement is good and standards are in line with those expected in the locally agreed syllabus.

5. There are several reasons why pupils' achievements are invariably good. The quality of teaching and learning is consistently very good in all three classes. This means that pupils are taught skills in a systematic way, and these are built on progressively between year groups and key stages. The advantage of having two and sometimes three year groups in one class is that teachers develop a close knowledge and understanding of individual pupils' attainment and progress and are able to manage and organise this progressive development of skills over more than one year. The effect of this is seen, for example, in pupils' achievements in reading and writing in Key Stage 1 and in English at Key Stage 2, where progress is consistently good both in lessons and over time. Teachers' planning is of a high standard and ensures that pupils of all ages, abilities and gender are included in and have access to the school curriculum. Expectations of what pupils can achieve are high and this generally results in good levels of challenge for all pupils. Occasionally, opportunities are missed to provide special challenges for higher attaining pupils in subjects such as geography, history and religious education, but overall these pupils achieve well. Teachers' effective use of assessment information to match work closely to pupils' needs means that average and lower attaining pupils make good progress in their learning in all subjects. Pupils with special educational needs progress well towards the targets in their individual education plans as a result of very good support from teachers and teaching assistants. Problems are identified early on in pupils' school life and levels of support established. The work of the special needs co-ordinator in maintaining an overview of these pupils' achievements makes a significant contribution to the good progress they make. There are no significant differences between the achievement of boys and girls.
6. Pupils with special educational needs progress well towards the targets in their individual education plans as a result of very good support from teachers and teaching assistants. Problems are identified early on in pupils' school life and levels of support established. The work of the special needs co-ordinator in maintaining an overview of these pupils' achievements makes a significant contribution to the good progress they make. There are no significant differences in achievement of boys and girls.
7. Pupils' literacy and numeracy skills are good. This is because teachers plan closely together and provide consistency in the methods used to teach handwriting, spelling, grammar, punctuation and number. In literacy, there are examples in all classes of pupils achieving good standards in the quality of their poetry and story writing and in the neat, careful way they present their work. Despite the very good teaching in literacy lessons, the skills pupils learn are not always used or promoted well enough in other subjects of the curriculum. The school has appropriately identified this as an area for improvement in the school development plan. Also, opportunities are missed for information and communication technology to be used more effectively to support pupils' writing skills. Pupils achieve particularly well in their recall of number facts and mental calculations as a result of a focus since the beginning of the year on this area of learning in numeracy lessons.

8. In science, geography and history, pupils often achieve well because teachers promote enquiry skills effectively. Pupils develop the ability to look for clues in texts, pictures and artefacts and to draw conclusions from their results in experiments and investigations, using their previous knowledge and understanding to good effect in interpreting what they observe. Pupils achieve very well in physical education and music. This is the result of a combination of very good teaching and a wide range of extra-curricular activities, which give pupils the opportunity to further extend skills learned in lessons. Pupils' achievements in music at Key Stage 2 are particularly high.

Pupils' attitudes, values and personal development

9. Overall, pupils have excellent behaviour and attitudes to school. Relationships in the school between pupils and teachers and amongst pupils themselves are also excellent. This represents an improvement on the good and sometimes very good standards reported at the time of the previous inspection. All teaching and non-teaching staff are consistent in the respectful way that they treat pupils and this is a key factor in the high standards of pupils' personal development.
10. Pupils' excellent attitudes to their work make a significant contribution to the calm working atmosphere that prevails in the school. Pupils are very keen to come to school. They show evident enjoyment of the many interesting activities provided for them in lessons and out of school. For example, in discussions with pupils, inspectors were impressed by the levels of enthusiasm shown for class lessons, concerts, sporting activities and other aspects of school life, and by the respect pupils showed for each other and all adults working in the school. In lessons, pupils work hard and try to achieve the high standards set by their teachers. Foundation stage and Key Stage 1 pupils, for example, show good levels of concentration for their ages in work and play. Teachers manage pupils with special educational needs with great sensitivity. As a result, these pupils have good attitudes to their work and are keen to improve.
11. Pupils' behaviour is excellent in all classes. Pupils of all ages conduct themselves very well and are polite and courteous to staff and to visitors to the school. In all the lessons observed, pupils' behaviour made a significant contribution to their achievements and the good progress they made. Pupils have a good knowledge and understanding of the school's code of conduct. Older pupils present good role models to younger pupils in their mature conduct and sense of responsibility. A significant aspect of pupils' personal development is the emphasis the school places on respect. This is promoted very well by all staff and is a strong feature of pupils' achievements in religious education lessons, where respect for the feelings and beliefs of others is evident in pupils' written and oral work. As a consequence, relationships are excellent between pupils and between pupils and adults. Pupils have a strong understanding of the impact of their actions on others. They are keen to accept responsibilities and pupils of all ages contribute to the smooth running of the school in the tasks that they undertake. For example, Year 6 pupils take it in turns to be responsible for ringing the school hand bell at key times during the day. They do this very well and seldom miss the right time.
12. Levels of attendance are above the national average and are similar to those reported at the time of the previous inspection. Unauthorised absences are rare. The attendance of the vast majority of pupils is very good and, apart from illness, the main reason for absence is holidays taken in term time. On these occasions, teachers try to minimise the effect on pupils' learning by providing work for them to do while they

are away. Pupils arrive on time so that lessons start promptly. Registration procedures fully meet the requirements.

HOW WELL ARE PUPILS TAUGHT?

13. The quality of teaching and learning is very good overall. Twenty-five lessons were observed during the inspection. Twenty-four of these were judged to be good or better. Of these, eight were very good and three excellent. The remaining lesson was satisfactory. Teaching is very good overall at the foundation stage, Key Stage 1 and Key Stage 2. The quality of teaching and learning is very good in literacy, mathematics and music. It is good in history, physical education and religious education, and satisfactory in art and design, design and technology and information and communication technology. There was insufficient evidence to make a judgement about the quality of teaching and learning in geography. High standards of teaching have been successfully maintained since the last inspection.
14. There are several reasons for the quality of teaching and learning being so consistently high and the positive impact this has on pupils' achievements. These include:
 - Very good subject knowledge
 - Very thorough planning
 - High expectations of what pupils can achieve
 - Excellent relationships with pupils and teaching assistants
 - Excellent management and organisation of pupils
 - Effective and efficient use of good quality resources
15. Teachers have a secure subject knowledge in all curriculum areas and this means that they teach confidently and deal effectively with pupils' questions. Where teachers have particularly strong expertise, the enthusiasm with which they teach is conveyed to pupils and their enjoyment of the subject is heightened. For example, this is evident in literacy, science and music lessons. Teachers regularly attend training in a range of subject areas to make sure that they are fully conversant with national requirements, or to increase their own knowledge and understanding of subject areas such as information and communication technology.
16. Teachers use their very good subject knowledge well to plan lessons. Planning is detailed and thorough in its reference to national subject guidelines such as those for literacy and numeracy and to the locally agreed syllabus for religious education. A strength of planning is the way teachers regularly evaluate the success of individual or groups of lessons. This leads to appropriate adjustments being made to future planning in order to make pupils' learning more effective. This was seen during the inspection in literacy and numeracy lessons in all classes, where teachers' plans for the week were altered on the second and third days of observations. In the Years 5 and 6 class, for example, one aspect of a literacy lesson planned for day three of the week was not included because the teacher's assessment of pupils' achievements showed that they had successfully tackled it the previous day. All classes contain mixed-age groups and teachers' planning is generally very effective in dealing with the wide range of ages and abilities. Their very good use of assessment information to match work closely to individual pupils' needs has a significant impact on pupils' achievements, particularly in English, mathematics and science lessons in all classes. In some other subjects, such as geography, history and religious education, lessons are often whole class in nature and pupils of all ages and abilities tackle

similar work. Teachers work hard during lessons to assess pupils' achievements and help them move on in their learning, but they miss opportunities to provide special challenges, particularly for higher attaining pupils. Commercial worksheets are sometimes used when free writing and drawing might be more appropriate, for example in some geography and history activities. Lessons follow a common format, with a whole class introduction followed by independent or collaborative group work and a final whole class session which brings the lesson to an end. Teachers sometimes plan more activities than can be completed in the time available and, as a result, the important review of pupils' achievement at the end of a lesson does not take place.

17. Teachers have high expectations of what pupils can achieve in all subjects. However, standards are not set so high that they are not achievable, but are based on close analysis of assessment information and knowledge of the National Curriculum levels of attainment towards which individual pupils are working. The significance of this is that pupils readily rise to the challenges set and their interest and motivation are sustained throughout lessons. For example, in a Years 5 and 6 science lesson, pupils faced the challenge of how to make dirty water clean. The teacher's good knowledge of her pupils' enquiry skills meant that it was likely that most pupils would discover a solution to the problem. The teacher sustained the level of challenge as the lesson progressed by her effective questioning and prompting. There was a good balance between helpful interjections of support and periods when pupils were left to make decisions for themselves. As a result, pupils of all abilities achieved very well and made good progress in their knowledge and understanding of filtration.
18. Teachers in all classes treat pupils in a mature and respectful way and, as a result, pupils have excellent attitudes to their work and behave extremely well in lessons and around the school. A strength of whole class sessions in lessons is the way teachers value pupils' comments and observations, however inaccurate they might be. Foundation stage and Key Stage 1 pupils, for example, soon develop confidence in speaking in front of others and joining in discussions. In a science lesson on the theme of light and dark, pupils were keen to say what they thought might happen when a torch light was shone on to different materials. The teacher listened carefully to their predictions and her positive responses led to continued enthusiasm and enjoyment as pupils carried out the investigation. The review session at the end of the lesson was very effective. As pupils told the rest of the class what they had achieved, they and the teacher showed good levels of respect for what was said. Excellent relationships such as these are found in all classes and result in a calm, working atmosphere conducive to good quality of learning. Teamwork between teachers and teaching assistants is of a high standard. Teaching assistants are used very efficiently and effectively in lessons. They often support lower attaining and special needs pupils, but also provide additional support for other pupils. This is a characteristic of all literacy and numeracy lessons. The contribution made by

teaching assistants to pupils' achievements is very good because they have a clear understanding of what their role is in each lesson and the level of support that is required for individual and groups of pupils.

19. Teachers' management and organisation of pupils is excellent and is a key factor in the good pace of learning that occurs in lessons. The change over from one method of teaching to another in literacy and numeracy lessons is smooth and efficient so that very little time is wasted in settling pupils down or distributing resources. Materials and equipment are meticulously prepared before lessons start and this means that learning begins straight away. Teachers often involve pupils in classroom management and organisation. In all classrooms, the allocation of tasks helps with the smooth running of lessons and other aspects of school life, and makes a significant contribution to pupils' personal and social development.
20. The school has, over time, built up a good range of resources of good quality and teachers take full advantage of these in lessons. As a result, pupils respect resources and treat them with care. For example, in the music and physical education lessons observed, pupils benefited from using suitable, good quality instruments and equipment. All pupils were included in the activities at all times because there were enough resources. The good pace to learning in mathematics, science and art and design lessons occurs partly because pupils have enough books, equipment and materials. Teachers successfully stimulate pupils' interest and motivation in history lessons by providing artefacts, pictures and videos of good quality.
21. The teaching of pupils with special educational needs is very good overall. Teachers plan activities that are matched closely to pupils' needs and are based on objectives in individual education plans. Teachers and teaching assistants together provide very good support for individual or groups of pupils. There are high levels of inclusion for these pupils in all aspects of learning and, as a result, they achieve well and make good progress.
22. A small minority of parents expressed concerns about homework provision but inspectors do not share this concern. Provision is typical of most other primary schools nationally. It is regular and relates well to what is being taught in lessons. The emphasis on literacy and numeracy tasks helps pupils consolidate learning in these areas of the curriculum. Reading is well supported by the support parents give to their children at home. Year 6 pupils are prepared well for the homework regime they are likely to experience at secondary school.

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

23. The previous report highlighted the need to develop whole school schemes of work to ensure that pupils' skills are developed in a continuous progression throughout the school. Since that time, the school has worked hard to accomplish this. The result is a rich and varied curriculum based on Curriculum 2000. It is enriched by excellent provision for extra-curricular activities and the school's success in including all pupils in activities in and out of school.

24. Children in the foundation stage benefit from a good curriculum that is planned to meet individual needs within the six recommended areas of learning; communication, language and literacy, mathematics, knowledge and understanding of the world, creative development, physical development and personal and social development. Wherever possible, children's activities are effectively linked to lessons taught to Years 1 and 2 pupils in the same class, so that the youngest children benefit from shared experiences and a greater awareness of a broader curriculum than might be possible if they were taught separately. The activities are adapted to suit their age, levels of maturity and capabilities and closely based on their previous experiences. The opportunities provided for outdoor activities have improved since the previous inspection and are satisfactory. Classroom support, previously reported to be minimal, is now provided by two teaching assistants and is very effective.
25. The school provides a broad, balanced and relevant curriculum, which is enhanced by a very good range of learning opportunities. These include an excellent range of extra-curricular activities and very good links with the local community. The curriculum is broadly based on local education authority and recent national guidance. It also meets the requirements of the locally agreed syllabus for religious education. Long- and medium-term subject planning is good and well monitored in all subjects. It is based on relevant policies and schemes of work. Whole school planning is in the form of a two-year cycle. This ensures that all the required elements are taught, that they are appropriate for the learning needs of pupils within the mixed-age groups found in all three classes and that unnecessary repetition of learning is avoided.
26. Provision for pupils with special educational needs is good. Pupils' needs are effectively identified and monitored. Teachers and teaching assistants have good knowledge of the individual education plans and the targets contained in them. These are shared with pupils in order to help them understand what they need to do to improve. There are good levels of general support, including focused tasks aimed at improving specific areas of need. The school has not identified gifted and talented pupils. Provision for higher attaining or more able pupils is mainly good. These pupils are often challenged by their work but there are times when these pupils could be provided with special challenges to extend their skills.
27. The school's strategies for teaching literacy and numeracy are good. The success of provision is monitored and evaluated on a regular basis and is effective in developing new priorities for improvement and whole school targets for raising standards. Pupils' numeracy skills are taught very well in links with subjects such as science, design and technology and geography. The school has correctly identified that writing skills are not always promoted as well as they could be across the curriculum and that skills learned in literacy lessons are not always transferred to written work in other subjects. Information and communication technology provision has been improved since the previous inspection. Specific funding has been used to purchase new computers and software and the school has a controlled system for access to the Internet.
28. Provision for extra-curricular activities is excellent. There are numerous clubs which take place at lunchtimes and after school, and these are well attended by pupils. The range includes flute and clarinet tuition, choir and orchestra groups, maths club, chess club and many sporting activities such as football, netball, cross-country, tag rugby and tennis. Some Key Stage 1 pupils and most Key Stage 2 pupils regularly participate. The activities make a significant contribution to the development of pupils' physical and social skills. Many sporting links and competitions with other schools

further extend these skills. Pupils have achieved considerable success, for example winning area athletics, netball and rounders competitions on more than one occasion in recent years. The school has maintained good links with a group of local small schools, and these extend and improve the curriculum. Pupils' learning benefits considerably from these successful liaisons. For example, pupils make joint visits to local schools for a visiting theatre performance and teaching staff share training days and support for information and communication technology. Effective links also exist between schools in sharing resources for religious education.

29. High value is placed on personal, social and health education. Within this aspect of work, pupils have appropriate and effective teaching related to sex and the misuse of drugs. In addition, good work is carried out within lessons and assemblies to assist pupils with their development as healthy and sensitive young people.
30. The school has very good links within the local community and the parish church and these make a significant contribution to pupils' learning. The local area is used extensively to support pupils' work in science, geography and history through trips, visits and fieldwork. Local authors and artists visit the school to extend pupils' learning in English and art and design and pupils visit local museums and places of historical interest. A bi-annual residential visit provides a good range of experiences to develop pupils' academic, creative and social skills. Another significant link is with the annual Royal Cornwall Show. As part of the most recent contribution to this event, pupils designed and made a range of costumes of a very good standard, using the colours found in Morwenstow's badge. These were then presented to the audience in the form of a fashion show. Pupils take part in several public performances each year at Christmas. For example, they sing carols at the senior citizens' Christmas party. Pupils collect harvest produce and distribute it at the Harvest Festival and they have carried out tree planting locally in support of the National Trust.
31. Provision for pupils' personal development is very good and is an improvement on the good standards reported at the time of the previous inspection. Pupils' spiritual development is good. It is promoted effectively through religious education and assemblies, some of which are taken by visiting clergy. In assemblies, pupils learn to reflect on their own feelings and behaviour, and this encourages them to think about the effect of their actions on others. Opportunities are also taken for pupils to share in the wonder of creation and the world we live in during trips within the local area. For example, they develop views about the beauty of flowers and leaves and the strength of the wind.
32. Provision for pupils' social and moral development is excellent and has improved since the previous inspection. A strong moral code is taught through a whole school culture which incorporates all aspects of school life and forms the basis of the excellent relationships observed during the inspection. Teachers and teaching assistants provide very good role models by dealing with pupils in a calm and confident manner; as a result, pupils respond in a similar way. For instance, pupils reported that, on the few occasions when new pupils joining the school do not initially behave or socialise well, they soon modify their actions to fit in with those of their peers. Pupils learn right from wrong and are able, sensitively, to point out to others when they have 'over-stepped the mark'. The school's values are strongly reflected in the school code that is displayed clearly in classrooms. Pupils know and understand the school rules and show high levels of respect for each other and all adults in the school.

33. The excellent provision for pupils' social development is firmly rooted in the school's position as an integral part of the local community. From an early age, pupils are encouraged to share and to co-operate and this is clearly evident throughout the school. Pupils understand that there are people less fortunate than themselves and enthusiastically raise money for charities. They have regular opportunities to meet with senior citizens and other adults to provide sensitive and much appreciated help for people in the community. This caring attitude supports their social development very well. In the playground, they share their games together in small groups, both boys and girls, and in mixed ages. Well-organised residential visits provide very good opportunities for pupils to develop independence and extend their social interaction, while at the same time extending their learning in a range of subjects.
34. Provision for pupils' cultural development is good. Examples include a wide range of music from different cultures, for instance a Caribbean steel band and aboriginal music. Pupils also appreciate and learn about other faiths, such as Hinduism, Sikhism and Judaism, and their significant festivals. They learn English, African, Greek and Indian folk dances. Pupils learn a lot about their own culture through the study of Cornish saints and local visits. For example, they perform in the annual local maypole dancing celebrations. The overall good provision is effective in helping pupils develop an awareness of the multicultural society in which they live and good levels of citizenship.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. The school provides very good levels of care for its pupils and these have been successfully maintained since the previous inspection. The school is a very caring community and individual pupils' needs are very well catered for in the strong family atmosphere. Teachers know their pupils very well. Pupils like their teachers and readily go to them if they need help or guidance.
36. Formal procedures for child protection, based on the local education authority's guidelines, are very good. They are well understood by staff and governors. Problems, when they occur, are very quickly identified. Co-operation with other agencies involved is very effective. Health and safety are a priority. Procedures are very good and governors and staff regularly carry out inspections. Results are carefully recorded and any necessary action taken. From time to time, the local authority carries out a formal risk analysis which governors and staff find helpful in supporting their own procedures. The school caretaker, who is also a governor, is a member of the health and safety committee and makes a daily informal check for potential hazards. Provision for promoting pupils' health is very good. Personal, social and health education lessons sometimes include inputs from the school nurse, for example as part of sex education. The school tackles substance abuse, healthy eating and dental hygiene in a similar positive way and successfully encourages pupils to recognise the importance of taking care of themselves.

37. Procedures for monitoring attendance are very good and registration procedures meticulously followed. Teachers and administrative staff quickly follow up any occasional unexplained absences. Parents are familiar with their responsibilities for informing the school about any absences.
38. Procedures for promoting good behaviour and for eliminating oppressive or discriminatory behaviour are excellent and consistently applied by all teaching and non-teaching staff. They contribute significantly to the orderly and calm atmosphere that pervades the school. Pupils report that instances of unkindness are rare and very quickly dealt with if they do occur. Pupils are strongly encouraged to look after each other as responsible members of the school family. For example, the older pupils are encouraged to help the younger ones in and around the school and this is very effective in developing respect amongst pupils for each other.
39. Procedures for assessing pupils' academic achievement are good, as was the case at the time of the previous inspection. The regular assessments made by teachers in English, mathematics and science help them to identify pupils who either need more challenge in their work, or have not yet reached the required standard. An effective aspect of the procedures is the way teachers encourage pupils of all ages to talk about what they are doing and why and how successfully they have completed tasks. Teachers make good use of this information to plan their work and this is reflected in the high quality of teaching across the school. Assessment procedures in other subjects are adequate.
40. The school is effective in assessing and monitoring pupils who have special educational needs. These assessments are used as a basis for good quality support in classes. Work is well targeted and planned in manageable steps. As a result, pupils progress well and develop confidence and self-esteem because of their achievements.
41. Results of national and school tests are analysed by staff very effectively to measure the school's performance. Care is taken to examine how all groups of pupils are getting on. For example, teachers evaluate the respective achievements of boys and girls and those with special educational needs. The information is used well to identify those areas of the curriculum where improvement is needed. Recent examples are mental calculations in mathematics and practical work in science, where planning and resources have been successfully focused on these areas, resulting in measurable improvements in pupils' achievements.
42. Targets are set for pupils to reach at the end of each year in English, mathematics and science and are shared with them. Teachers mark pupils' work regularly and give praise and encouragement. Written comment let pupils know how well they are doing in achieving the targets they have been set, or how they could improve. Pupils in Years 5 and 6 evaluate their own targets at the end of a subject topic. These arrangements are successful in helping teachers and pupils to work together in raising standards. Annual written reports meet national requirements. They contain targets for each subject which are shared and discussed with pupils and parents.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. Since the previous inspection, the school's partnership with parents has made a good improvement, particularly in the way parents' views are sought through formal and informal procedures and the improved involvement in their children's learning. Information that is provided for parents about the school, its programme of work, activities and pupils' achievements is very good. The very effective partnership with parents is a strength of the school.
44. Comments made at the parents' meeting prior to the inspection, and the results of the parents' questionnaire, show that parents have a very high opinion of the school and are pleased with the education and care provided for their children. Along with the local churches and the community centre, the school is a valued focus for the local community, many members of which attended the school in the past. Parents consider the school to be well led and managed. They are pleased that their children like going to school, and that they make good progress, behave well and are helped to become mature and responsible. Relationships between parents and staff are seen to be good and parents are pleased with the information they receive about their children's progress. They are complimentary about the quality of teaching and like the fact that teachers have high expectations of their children. They are pleased with the range of activities outside lessons. A small minority feels uncomfortable about approaching the school with questions or problems and is not sure that children get the right amount of homework.
45. Inspectors endorse all the aspects that please parents. The amount of homework is judged to be typical of most other primary schools. The headteacher and staff make themselves freely available to discuss with parents questions or problems that may arise and to deal with these quickly and sensitively.
46. Parents support the school very well. Almost all parents come to the open days to review their children's work. Parents contribute their ideas and comments in an annual questionnaire and several attend the annual governors' meeting to join in discussions about the future of the school. The parent-teacher association runs frequent events which are very well supported. These add greatly to the school's social life and community involvement, while at the same time raising very valuable funds for the school. Many parents, some with special skills, volunteer to help in and around the school and accompany pupils on trips. A list of those available is kept so that the school can ask when help is needed. Parents help with their children's learning at home, mostly by hearing them read and practising spelling and number work.
47. Parents are fully involved in the regular reviews of the individual education plans for those pupils with special educational needs. This has a positive impact on the progress of these pupils.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48. The leadership provided by the headteacher is very good. She was appointed just before the previous inspection and since then has led the staff well in addressing the key issues from that report. Her work has provided the school community with a clear educational direction, based on school improvement through strong teamwork and a shared commitment to raising standards. The agreed aims of the school have been at the centre of her work. These are reflected in the excellent relationships, attitudes

and behaviour of pupils, parents' considerable satisfaction with the aims and values that the school promotes and the excellent role models for pupils given by all teaching and non-teaching staff.

49. The headteacher has a class commitment for more than half the week as well as her management role. She manages both roles well. She is very well supported by the teaching staff, who carry out their roles and responsibilities conscientiously and work hard for the benefit of all pupils. As there are only two full-time and three part-time teachers on the staff, each teacher's share of responsibilities is large. The headteacher ensures that staff have the support they need to effectively carry out responsibilities as co-ordinators, including time to observe colleagues teach and opportunities in staff meetings to lead discussions or in-service training. However, an imbalance in the delegated responsibilities means that one member of staff in particular has more co-ordinating responsibilities than she can reasonably be expected to carry out effectively. This situation requires review. Regular staff training is seen as a priority and the impact of this is seen in the well-planned curriculum and the extensive range of extra-curricular activities.
50. There is good and effective management of special educational needs. Pupils' individual education plans contain precise targets that indicate a close analysis of identified problems. The co-ordinator liaises well with classroom teachers and teaching assistants to make sure that lesson plans contain appropriate support for special needs pupils and that activities are related to the requirements of the individual education plans. All staff contribute towards the school's positive approach to special needs pupils, which makes a significant contribution to pupils' self-esteem and confidence.
51. Governors give very good support to the headteacher and staff and carry out their duties well. The chair of governors is a regular visitor to the school and other governors make visits throughout the year, reporting the outcomes to the full governing body. One member of the non-teaching staff is a governor and this helps to maintain a close link between the governors and the staff. The effectiveness of this close working relationship between governors and staff is seen in the day set aside each year for the formulation of the school development plan. This is attended by all governors, teachers and non-teaching staff. The previous year's plan is reviewed and evaluated and new priorities established. Prior to the meeting, parents are sent a questionnaire to canvass their views on school life. Governors and staff prepare personal action plans to show how they intend to carry out their responsibilities. In this way, virtually all sections of the school community are fully involved in planning the future direction the school will take. The headteacher has recently introduced a pupils' school council to make sure that there is a formal channel for pupils to express their views and opinions about the school.
52. The resulting school development plan is much improved since the previous inspection. It now contains clear references to priorities, targets, responsibilities and costings. It is closely linked to raising standards. Governors and the headteacher have made effective use of local education authority guidance to raise the quality and usefulness of the school development plan.
53. The school has a very efficient approach to financial management. This is better than at the time of the previous inspection because of the increased experience gained over time of governors, the headteacher and staff in managing the school budget. The good knowledge and understanding that governors have of the school's strengths and weaknesses mean that they are clear about where finances might best

be targeted. For example, governors recognise the value of having well-trained teaching assistants in all classes and a proportion of the budget has been allocated to maintain the good levels of classroom support. Grants for special educational needs, although small, are used effectively and supplemented with additional funds from the school budget where necessary. Other additional funds, for example a small annual amount from a trust fund linked to the school, are used effectively and efficiently to improve the level of resources and maintain the school building and site. Governors are very supportive of the school's nature reserve, the development of which is seen as having considerable benefits for pupils over time. The school successfully applies best value procedures to all its financial procedures. The school administrator makes a significant contribution to the efficient day-to-day control of finances, including the management of all monies that pass through the school. Clear procedures for invoices, receipts and financial transactions are followed. Recommendations in the last school audit have been carried out.

54. The school has a suitable number of qualified and experienced teachers to meet the needs of all pupils and the demands of the curriculum. Teaching and support staff are deployed well to promote pupils' learning and teachers' subject knowledge and expertise are used for the benefit of all. The provision for performance management has been introduced effectively. Staff have well-defined responsibilities and work very well as a strongly committed team. Teachers and pupils are well supported by a good number of teaching assistants. They make valuable contributions to the work of the school and have forged very strong relationships with the pupils and, as a result, support them well in their learning. The efficient school administrator, caretaker, cleaner and cook are valued team members and contribute significantly to the smooth running of the school. Induction procedures for new staff and arrangements for the training of teaching and non-teaching staff are good.
55. The school accommodation provides very good facilities which are used efficiently and effectively to support pupils' learning. Classrooms are of a good size and are pleasant teaching and learning environments. They are situated in a mostly modern building which is very well maintained and kept very clean by the caretaking staff. The centrally situated hall is of a suitable size for the number of pupils on roll and has enough space for physical education lessons, drama activities, school lunches and whole school gatherings. The playground and playing field are used extensively for physical education and games, although the school's situation, a short distance from the North Cornwall coastline, means that inclement weather often curtails outside activities. A particular feature of the school's facilities is a well-maintained nature reserve which is used effectively to extend pupils' learning in science, geography and environmental education. Governors use finances efficiently to maintain the accommodation to a high standard. They have plans to extend facilities by improving staff toilet facilities, constructing a cover for the foundation stage children's outside play area and developing the nature reserve. A safety fence has recently been erected around the reserve's ponds and improvements to the walkways are planned.
56. The quantity, quality and range of learning resources are good and have improved since the previous inspection when they were reported to be satisfactory overall. Resources are readily accessible and used effectively throughout the school to enhance the quality of education provided. In addition to providing good support for pupils' learning in literacy and numeracy, teachers use resources well in music, history and physical education to provide stimulating learning experiences. Resources for information and communication technology have been improved and are used effectively to support teaching and learning, particularly in literacy, numeracy and art and design. The quality and quantity of fiction and non-fiction books in the

library are good. Effective use is made of the local education authority's loan service. Good use is also made of the facilities at the local secondary school to enable pupils to participate in outdoor and adventurous activities such as canoeing. Outdoor play equipment for foundation stage children, identified as inadequate in the previous inspection, is now satisfactory; role-play equipment is much improved.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

57. To further improve standards, the governors, headteacher and staff should:

Make more effective use of other areas of the curriculum, such as science, geography, history and religious education, as contexts for pupils to extend writing skills by:

- i) identifying in curriculum plans opportunities for pupils to write in different styles and for different purpose;
- ii) encouraging pupils to wordprocess their writing more often on computers;
- iii) looking for ways for pupils to record some of their work other than by using worksheets.

(Paragraphs: 1, 5, 7, 16, 27, 75, 103, 109, 129)

OTHER POINTS TO BE CONSIDERED BY THE SCHOOL

(1) Provide more opportunities for higher attaining pupils in particular to use their skills, knowledge and understanding to carry out independent research, follow their own lines of enquiry and devise their own experiments and investigations.

(Paragraphs: 1, 5, 16, 89, 94, 103, 109)

(2) Make sure that the review of learning at the end of lessons is not left out when more activities have been planned in a lesson than can be completed in the time available.

(Paragraphs: 16, 82)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	25
Number of discussions with staff, governors, other adults and pupils	16

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	8	13	1	0	0	0
Percentage	12	32	52	4	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 three percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	72
Number of full-time pupils known to be eligible for free school meals	2

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	18

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	19
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	4.9

Unauthorised absence

	%
School data	0.3

National comparative data	5.2
---------------------------	-----

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
	2000	8	3	11

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Total	10	10	10
Percentage of pupils at NC Level 2 or above	School	91 (90)	91 (100)	91 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Total	10	10	10
Percentage of pupils at NC Level 2 or above	School	91 (90)	91 (100)	91 (100)
	National	84 (82)	88 (86)	88 (87)

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

NB: Test and examination data for boys and girls has been excluded from the inspection report because the year group size is less than ten.

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	9	7	16

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Total	13	13	15
Percentage of pupils at NC Level 4 or above	School	81 (100)	81 (100)	94 (100)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Total	14	12	16
Percentage of pupils at NC Level 4 or above	School	88 (100)	75 (100)	100 (100)
	National	70 (68)	72 (69)	79 (75)

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

NB: Test and examination data for boys and girls has been excluded from the inspection report because the year group size is less than ten.

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	64
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	3.4
Number of pupils per qualified teacher	21.2
Average class size	24

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	54

FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

Financial year	2000/2001
	£
Total income	179,753
Total expenditure	169,119
Expenditure per pupil	2,451
Balance brought forward from previous year	10,634
Balance carried forward to next year	21,268

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	54
Number of questionnaires returned	47

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	28	0	2	0
My child is making good progress in school.	63	33	2	0	2
Behaviour in the school is good.	76	22	0	0	2
My child gets the right amount of work to do at home.	50	39	7	2	2
The teaching is good.	78	17	0	0	4
I am kept well informed about how my child is getting on.	68	28	0	2	2
I would feel comfortable about approaching the school with questions or a problem.	72	19	6	0	2
The school expects my child to work hard and achieve his or her best.	80	17	0	0	2
The school works closely with parents.	61	30	4	2	2
The school is well led and managed.	76	20	0	0	4
The school is helping my child become mature and responsible.	72	22	2	0	4
The school provides an interesting range of activities outside lessons.	59	33	2	0	7

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

58. Children start in the reception class in the September or January following their fourth birthday. They attend part time initially. Transition from the foundation stage is smooth, because children are in the same class as Year 1 and Year 2 pupils, and because the provision and planning for them are very good. Attainment on entry to the reception class varies significantly from year to year, but over time is broadly average in all areas of learning. All children achieve well. They make particularly good progress in early reading skills and in the counting aspect of mathematical development. As a result, by the end of the reception year, a significant number of children exceed the early learning goals in these areas. Most of the current foundation stage children are likely to attain the nationally expected early learning goals in all areas of learning by the end of the reception year and to exceed expectations in personal, social and emotional development.
59. The quality of teaching is very good overall and is sometimes excellent. This is an improvement from the previous inspection when teaching was reported to be good overall. Lessons are carefully planned. Learning objectives related to the national foundation stage guidance are identified and are closely related to pupils' lives and experiences. Wherever possible, activities are linked to lessons taught to the older Year 1 and 2 pupils, so that the youngest children benefit from shared experiences. Good quality play activities are organised and, through these, children learn about the world in which they live. The teacher and two teaching assistants work very well together as a team and, as a result, all are clear about their roles and what they expect children to learn. Good routines and work habits are established as soon as children enter the school. Consequently, all children are familiar with classroom rules and procedures and make at least good and often very good progress in developing basic social and academic skills. These factors are a significant improvement since the previous inspection when classroom support was judged to be minimal. All children enjoy taking part in the good range of practical and structured play activities provided. Assessment is carried out carefully so that the teacher and teaching assistants can identify and plan the next steps in individual children's learning. This successfully guides the provision of good quality indoor and outdoor activities.

Personal, social and emotional development

60. Children make good progress in their personal, social and emotional development as a result of the very good teaching and role models provided by the adults. Children learn to develop good self-help skills through quiet encouragement as they change clothes before and after physical activity lessons. All children do this competently and show good levels of independence. Children show good self-care skills when moving about the classroom and the school. This is reflected in the confident way they find their own space and develop their own sequences of movement in gymnastics. Teachers provide good opportunities for children to play suitable games, encouraging them to learn to take turns and share equipment during indoor and outdoor activities. Skills of co-operation are developed further through structured learning activities. For example, in the role-play area shop, children act out pretend situations, helping each other to buy objects and pay for them with pennies. Children develop secure relationships with others and learn to communicate with each other in positive ways through speech, actions and writing activities. Most children are likely to exceed the early learning goals by the time they enter Year 1. The very good start that children

make in their personal, social and emotional development is reflected in the excellent relationships, attitudes and personal and social development found throughout the school.

Communication, language and literacy

61. Children achieve well in the development of communication, language and literacy. All are likely to achieve the early learning goals and a significant number are likely to exceed them. The quality of teaching is very good. The teacher and teaching assistants successfully encourage children to talk about their personal experiences and they do so, confidently and happily, using appropriate language. Questions are used very well to inspire children to talk freely about their work and to comment about stories they have heard. As a result, children often use correct vocabulary. Thinking skills are developed well through very focused questions and prompts such as: 'Why have you put that there?' when a child was unsure about sorting teddy bears in a number problem. The role-play areas provide good opportunities for children to talk together in focused activities that are carefully planned to promote the use of specific language.
62. Children make good progress in developing their early reading skills and habits due to good teaching of reading, particularly the teaching of phonics. As a result, most children exceed the expectation for their age by the end of the reception year. Planning is structured and closely follows the guidance in national guidelines. This means that children learn new initial and end sounds in a progressive way. Stories are carefully chosen to match children's interests and give good opportunities to learn about the way stories are structured, as well as learning a few words by sight. Children quickly develop into confident readers who know, and talk at length about, their favourite stories. They increase their enjoyment of them by using tape recorders and listening stations to hear their favourite stories again and again.
63. The teaching of writing is very effective. Children make good progress in developing their writing skills. Many suitable opportunities are provided for children to write about the things that interest them, for instance when writing about the local area, often starting with phrases such as, 'I can see'. The writing area is well stocked with a range of pens, pencils, crayons and papers and its use is linked closely to class themes and topics, which helps the children to become confident writers. The current children are already making marks on paper to which they ascribe meanings and some carefully copy words, such as mud, grass and forest, when writing about a bear hunt.

Mathematical development

64. Children achieve well in their mathematical development. All are likely to achieve, and some are likely to exceed, the standards expected for their age by the end of the reception year. Very good teaching ensures that different challenges are matched to children's needs based securely on assessments of their previous experiences. Particular emphasis is placed on teaching children to count and recognise numbers. This is done effectively through the use of number rhymes, which children learn by heart, and the provision of different resources, such as coloured beads, dice and teddy bears, to help their learning. Well-structured activities make sure that children get regular opportunities to read, order and count groups of objects accurately up to ten and sometimes beyond. Children enjoy putting their numbers in order or counting the correct number of ball bounces when engaged in outdoor activities. They have a good knowledge and understanding of regular shapes such as a circle, square,

rectangle and triangle, and develop suitable language for describing the size and position of objects.

Knowledge and understanding of the world

65. Children make satisfactory progress in their learning and, by the end of the reception year, achieve the expectation for their age in knowledge and understanding of the world. They are taught very effectively through carefully planned themes and activities which help children learn about the world in which they live through first-hand experiences. For example, as part of an investigation into light observed during the inspection, the classroom science table contents were changed regularly as children collected a range of interesting objects related to the theme. Almost every child arrived at school with a torch to help with this investigation. Some torches were of unusual design and promoted keen discussion about the designs and how they worked. Children tested different materials and found out that some of these, such as cellophane and clear plastic, let light through and were transparent, while others, such as card and curtain material, did not and were opaque. Children's knowledge and understanding were significantly extended by their interest in their work. Children's knowledge is effectively reinforced through visits to, and work and displays about, their local area. The theme 'Out and About' offers children good opportunities to think about their own community in links with science, geography, history and design and technology. Pupils use computers regularly and know that these function by using sound, text and pictures. Children confidently use the mouse control, for example to select and move words and pictures to sequence a story and sort different types of fruit in links with their science work.

Physical development

66. Children enter school with average levels of skill in their physical development. They make satisfactory progress and, by the end of the reception year, achieve the standards expected of pupils of their age. Children have an appropriate awareness of space around them. They move confidently into new spaces, giving due consideration to their own and others' safety. They move freely in different ways such as sliding, rolling, skipping, walking and hopping. Suitable emphasis is given to developing hand control through early drawing, writing and painting skills. As a result of the suitable opportunities provided for writing, most children have a firm pencil grip and are beginning to form most letters correctly. The safe and effective use of scissors is developed through well-supervised activities, as demonstrated by tasks to collect and cut out pictures of clothes that Barnaby Bear would want to take on holiday in his suitcase.

Creative development

67. Children make satisfactory progress in their creative development and achieve the expected standard for their age by the end of the reception year. They sing tunefully and with obvious enjoyment during assemblies and whenever rhymes are sung in the classroom. Words can be heard clearly. For example, the acting out of 'We're all going on a Bear Hunt' was spoken with very good expression. Children performed a range of suitable actions and responses, especially when the bear (a suitably disguised teaching assistant) came out of the cave (a cupboard). Interesting opportunities are provided for the children to paint, as demonstrated by the designing and making of Goldilocks and the Three Bears, and by the attaching of rods to provide moving parts to scenery to bring the story to life.

ENGLISH

68. Standards in English by the age of seven have been successfully maintained at levels above the national average since the previous inspection. Satisfactory improvement on the average standards reported previously has taken place at Key Stage 2. This is largely due to the effective implementation of the National Literacy Strategy and, by the age of eleven, pupils achieve above the national average. Only small numbers of pupils take the end of key stage national tests each year. Comparisons from year to year with the performance of all other schools and schools in similar contexts are therefore unreliable. Although the national test results indicate that standards are often above or well above national averages, variations from year to year reflect the level of attainment on entry to the school of each year group of pupils. School data indicate that pupils, including those with special educational needs, make good progress when matched against their level of attainment on entry into school.
69. The overall improvement in standards is the result of effective action by the school. Teachers, led by a knowledgeable and enthusiastic subject co-ordinator, have implemented and reviewed the National Literacy Strategy guidelines well, making adaptations to suit the needs of their pupils. Planning is focused on specific skills, knowledge and understanding that have been identified as requiring improvement. For example, since the beginning of the year, there has been an emphasis on improving the quality of poetry writing. A study of pupils' past work shows that this has been successful and there are many examples of pupils achieving good standards at both key stages. Teachers work very well with teaching assistants in all classes and this successful partnership has helped to target individuals and small groups of pupils in literacy lessons. Resources have been extended and a wide range of good quality fiction and non-fiction books in classrooms and the school library provides suitable challenges for pupils of all abilities.
70. Pupils with special educational needs benefit from the work of teaching assistants. In conjunction with the special needs co-ordinator and class teachers, teaching assistants regularly work with pupils on identified weaknesses in reading and writing. Although the school has not formally identified gifted and talented pupils, its targeting procedures make sure that every pupil's capabilities are recognised and developed. Consequently, a good number of pupils achieve the high Level 5 in national tests at the end of Key Stage 2 over time.
71. Most pupils enter the school with satisfactory speaking and listening skills. Teachers provide many opportunities for pupils to use and extend these skills and progress at both key stages is good. A significant strength of the school is the quality of discussions in class lessons and assemblies and the confident way pupils express their views and opinions and listen considerately to others. These good achievements are the result of well-planned activities that promote speaking and listening in most areas of the curriculum. Whole class sessions at the beginning of literacy lessons are an important moment for talking. Teachers use questions well to involve pupils of all abilities during these sessions. For example, Years 2, 3 and 4 pupils were observed starting work on a series of lessons about play scripts. The teacher had asked the Year 4 pupils to rehearse parts for a short play over the weekend. When they performed this at the start of the lesson, these pupils spoke clearly and some with very good expression. The ensuing discussion was of a good standard as pupils of all ages and abilities responded to the teacher's questions about unusual vocabulary, the characters and the play's structure. Teachers invariably plan discussion time into other lessons, where pupils are encouraged to express their views, evaluate their own

achievements and those of others or present their work to the class. As a result, by Year 6, pupils are confident speakers and enthusiastically respond to questions. They debate and enjoy discussions on local and current issues. They share ideas and present their work to the class and participate in poetry, role-play and drama activities. A small number of higher attaining pupils have achieved notable successes in a local public speaking competition.

72. Reading is well taught throughout the school and, as a result, pupils make good progress at both key stages. In the Key Stage 1 class, the teacher successfully engenders an interest in books and reading by sharing stories with pupils on a regular basis. Sometimes she makes up the stories herself. She makes effective links with other subjects so that pupils recognise characters and events in other work. For example, a design and technology project involved making moving puppets that pupils used to act out stories such as 'Rapunzel' and 'Goldilocks and the Three Bears'. Links such as this maintain pupils' interest and enjoyment of books and reading. Phonics are introduced at an early age, as well as strategies for working out unfamiliar or difficult words. Group reading sessions in literacy lessons are eagerly anticipated by pupils and the teacher and teaching assistants take full advantage of their enthusiasm to develop key reading skills. By the age of seven, higher attaining pupils know how to use the index and contents page of reference books. Most pupils know how non-fiction books are organised in the library and how to find a book on a particular subject.
73. At Key Stage 2, pupils' good progress is successfully maintained. Pupils read a wide range of challenging fiction and non-fiction books from the school library and stocks in classrooms. Teachers make effective use of pupils' reading record books and these contain comments written by parents and pupils. The positive involvement of parents in their children's learning, begun at Key Stage 1, makes a significant contribution to the good standards achieved. Teachers encourage pupils to review books with informed critical comments and this is helpful in developing in many pupils the ability to support their views and opinions with evidence. By the age of eleven, pupils achieve well. Higher attaining pupils confidently skim and scan texts and CD-Roms when carrying out independent research, for example in geography and history topics. Special educational needs pupils benefit from the enjoyment of books that permeates lessons and are keen to improve their reading skills. As a result, they make good progress and very few pupils move on to secondary education with significant weaknesses in their reading.
74. Pupils make good progress in writing at both key stages. Work is characterised by neat, legible handwriting, satisfactory spelling and an interesting use of words and phrases. This is because teachers have high expectations of what pupils can achieve in their knowledge and understanding of grammar, punctuation and the way written work is structured such as the correct format for a letter. By the age of seven, higher attaining pupils present their written work carefully using a well-formed joined script. Sentences are grammatically correct and spelling often accurate. Average and lower attaining pupils are less accurate with their spelling and sentence formation, but achievements are at least satisfactory and sometimes better than this. All pupils are beginning to try and use interesting adjectives and phrases to make their writing more interesting. At Key Stage 2, pupils have more opportunities to write in different styles and for different purposes, which is helpful in extending their skills. By the age of eleven, comprehension skills are particularly good. Most pupils write thoughtful answers to questions and show above average standards in their accurate use of grammar and punctuation. Pupils achieve particularly high standards in the quality of

their poetry. Examples of extended writing show good use of paragraphs to structure work.

75. Despite the overall good standards of writing, teachers have identified it as an area for improvement in the school development plan. The subject co-ordinator has led staff in a close analysis of national test results and assessments of samples of pupils' work from all year groups. The results show that some weaknesses, in areas such as writing at length, spelling and use of grammar, limit the number of pupils attaining the high Level 3 and Level 5 at the ends of Key Stages 1 and 2 respectively. Inspection evidence supports this analysis and indicates that the skills pupils practise in literacy lessons on grammar, punctuation, spelling and handwriting are not always transferred to written activities in literacy and other lessons. There are two main reasons for this. The first is that other subjects of the curriculum, such as science, geography, history and religious education, are not used as well as they could be as contexts for the extension of pupils' writing skills. The second is that, in geography, history and religious education in particular, some areas of learning are dominated by the completion of commercial worksheets. These restrict the style and quantity of writing that pupils might otherwise be expected to use.
76. These factors do not detract from the fact that the quality of teaching and learning in English and literacy lessons is very good overall. Six lessons were observed during the inspection. Of these, one was judged to be good, four very good and one excellent. This consistency is achieved by very detailed, shared planning and regular discussions amongst staff, both formally and informally, to evaluate the success of lessons. The relationships that exist amongst teachers, teaching assistants and pupils in all classrooms are excellent and these lead to a relaxed working atmosphere which pervades all lessons. This is conducive to a very good quality of learning as pupils work hard to achieve the high standards set by their teachers. The management and organisation of pupils are excellent and pupils move from one activity to the next smoothly and without fuss, which maintains the momentum to learning. For example, Years 5 and 6 pupils were observed in a lesson about report writing. The lesson began with a whole class session in which the teacher led pupils in a study of report texts. Previous learning was effectively reviewed and new learning introduced. Pupils of all abilities were included because the teacher varied the complexity of her questions to make sure that they matched all levels of ability. Pupils then moved to a variety of independent group activities. Higher attaining pupils achieved well as they wordprocessed reports on the computer. Other pupils wrote reports using information gained from their own research. A group of lower attaining pupils worked with a teaching assistant who took them effectively through spelling exercises based on problems identified in previous work. Four pupils worked with an adult helper at a group reading exercise. The lesson ended with some pupils presenting their reports to the rest of the class. Throughout the whole lesson, pupils' levels of concentration, effort and productivity were excellent. This was largely due to the high quality of the teacher's planning which ensured that learning moved on at a good pace throughout.
77. The co-ordinator has had a significant impact on standards through her work in leading the implementation of the National Literacy Strategy. Procedures to monitor and evaluate the quality of teaching and learning are very effective and, as a result, she has a good understanding of strengths and weaknesses in the subject. Assessment procedures are good and the information is used well by class teachers to match work closely to pupils' needs. Resources are of good quality and quantity. National funding and school finances have been spent efficiently and effectively in making sure that pupils have access to quality reading materials. As a result, the

library is well stocked and regularly used and contributes significantly to pupils' achievements.

MATHEMATICS

78. Pupils' achievement throughout the school is good and is reflected in the above average standards attained by pupils in Year 6. Strategies for teaching numeracy are very successful and, as a result, standards for Year 6 pupils have improved since the previous inspection, when they were reported to be about average. Teachers have focused effectively on the development of mental strategies and the resulting enthusiasm that pupils have when answering questions is very evident in all classes.
79. Inspection evidence indicates that the current Year 2 pupils are likely to achieve at least the average levels expected for their age. Standards achieved by the current Year 6 pupils are above expected levels at this stage of the year. Most pupils achieve well and make good progress in their learning, successfully developing a good understanding of number.
80. The Key Stage 1 teacher has high expectations of what pupils can achieve. As a result of a variety of stimulating challenges, Years 1 and 2 pupils use mental strategies quickly and accurately, confidently halving and doubling numbers to solve number and money problems. Pupils use number lines and other equipment effectively to help them reach correct answers. They recognise and name common two- and three-dimensional shapes and their basic properties. Pupils of all attainment levels have a sound understanding of standard and non-standard units of measurement such as hand spans, and accurately compare measures such as lengths and widths of objects in the classroom. Lower attaining pupils and pupils with special educational needs achieve well at their own levels of need, particularly when supported by teaching assistants. All pupils competently carry out surveys and gather information about subjects such as favourite pets or the most popular month for birthdays. The resulting data are interpreted and presented in a variety of ways, for instance in pictograms and block graphs, to show their evidence.
81. Key Stage 2 pupils achieve well in all areas of mathematical development because teachers, through shared planning and regular consultation, build effectively on the good start pupils receive in Key Stage 1. As a result, pupils have very good attitudes to their work and these make a significant contribution to the good standards achieved. Mental skills and strategies are reinforced regularly and pupils respond enthusiastically to the challenges. They use appropriate mathematical vocabulary to explain how they arrive at their answers. This was demonstrated well in a Year 6 lesson, when pupils calculated the mean, the mode and the median in a range of tasks. One pupil explained how he had checked and corrected his first answer because it had been outside the expected range. By the age of eleven, Year 6 pupils correctly identify equivalent fractions, decimals and percentages, working confidently to calculate ratios and proportions. They identify different types of triangle such as scalene, right-angled and isosceles, and measure the interior angles accurately.
82. The quality of teaching and learning is very good overall. One of the key strengths is the quality of lesson planning, which includes relevant challenges to meet the range of pupils' needs. Although lesson planning is meticulous and detailed, it sometimes contains more information than is really necessary to support the consistently very good quality of teaching. Another strength is the emphasis on encouraging mental calculations as often as possible during lessons. Teachers consistently follow an

agreed structure to lessons, which is helpful to both teachers and pupils in being clear about the purpose of lessons and what has been achieved by the end. For example, lessons begin with brisk mental tasks. Challenging questions and prompts at different levels extend thinking to develop strategies for solving problems and encourage pupils' contributions in discussion. Detailed and regular assessment and the setting of targets help pupils to know what it is they need to do to improve. Teachers involve pupils in a review of learning at the end of lessons, encouraging them to explain their answers and this provides suitable opportunities to assess pupils' understanding. On occasions, this good practice is missed as too long is spent on other parts of the lesson. Often this is because too much has been planned, and this reduces the impact of the lesson on pupils' learning.

83. Teachers make effective use of information and communication technology. Computers, calculators and data handling skills are used regularly to reinforce knowledge and understanding. For example, Year 6 pupils produce block and line graphs to present information after carrying out a pocket money survey and recording weather conditions over a period of time. They also investigate the range of probability from certain to impossible, identifying events that rightly belong in each part of the range. Assessment procedures are good and the information gathered is used effectively to match work closely to pupils' needs. As a result, pupils' rates of work, confidence and attitudes are very good. Homework is set regularly and contributes effectively to the development of numeracy skills, with some pupils extending their own ideas at home.
84. The subject is very well led by the co-ordinator. She is knowledgeable and enthusiastic and has led staff well in implementing, reviewing and adjusting the National Numeracy Strategy guidelines to suit the needs of pupils. The co-ordinator has a good awareness of the strengths and weaknesses in the subject in all classes through her effective monitoring and evaluation of her colleagues' teaching, planning and analysis of pupils' work. Resources are good in quantity and quality and are used regularly and well to support learning.

SCIENCE

85. Pupils' achievement in science throughout the school is very good and is reflected in the above average standards attained by pupils in Year 6. The main strengths in provision are the practical activities that develop pupils' scientific knowledge and understanding and the strong focus on investigative work. Very good teaching has resulted in standards for Year 6 pupils rising from average to above average since the previous inspection. Pupils now in Year 6 are likely to achieve above average results in the 2002 end of Key Stage 2 national tests. Very good progress is made throughout the school by all pupils, including higher attaining pupils and those with special educational needs.
86. Inspection evidence indicates that the current Year 2 pupils are likely to achieve above average levels for their age, an improvement on the standards reported at the last inspection. This is due to several factors. Planning has improved to ensure effective progression through challenging work and teachers have higher expectations. The subject co-ordinator is working well with colleagues to continue to improve the quality of teaching and to raise standards.
87. Most pupils develop good levels of skills, knowledge and understanding across all aspects of the science curriculum. This is because the curriculum is very well planned to provide both secure coverage of the required areas of learning and many opportunities to carry out investigations. For example, Years 1 and 2 pupils were observed finding out which was the best sense to use in order to pass objects to a friend in the dark. They worked well collaboratively to discover the importance of their sense of touch. They extended their knowledge about light and dark well when investigating the properties of different materials and were encouraged to use correct scientific vocabulary.
88. Year 3 and Year 4 pupils made good gains in their knowledge and understanding as they investigated how certain solids dissolve and others do not. They made sure that the tests were fair by using the same amounts of water and solid and made predictions before starting the tests. They compared these to their findings and recorded them in a chart form and diagrams. By Years 5 and 6, pupils select their own apparatus to conduct their own experiments, for example to respond to a 'dirty water challenge' set by the teacher. At the end of the testing, different levels of clean water were compared and pupils explained their methods. These included using two layers of filter paper, filtering the dirty water twice and using a sieve and a filter. Some very astute higher attaining pupils waited longer than others before starting so that the mixture had time to settle.
89. The quality of teaching and learning is very good. A significant characteristic is the way teachers motivate pupils through their own evident enjoyment of the activities. As a result, pupils of all ages, gender and abilities show a high level of interest in science activities and make good progress in their investigative and experimental work. Teachers have good knowledge of how to teach scientific enquiry and this leads to the provision of challenging investigations. As a result, pupils show good levels of concentration during activities and carry out their investigations carefully and accurately. Opportunities are missed to provide the occasional special challenge for higher attaining pupils. Teachers manage and organise pupils very well and this ensures that a very good working environment is maintained. They make very effective use of questioning and prompts to encourage pupils to describe and explain what they observe, using correct vocabulary and terminology. Resources are good and are used imaginatively to stimulate and support pupils' learning experiences.

Great care is taken in all classes to ensure that boys and girls and pupils with special educational needs are totally involved in all aspects of science lessons. Very effective use is made of teaching assistants to help special needs pupils in particular to achieve well.

90. The subject is well led by the co-ordinator. She works closely with colleagues to improve pupils' scientific skills and monitors the quality of teaching, learning and standards effectively. Information and communication technology is used well to develop pupils' skills. Good examples of this are the use of sensors to monitor temperature changes and data handling to show evidence in a range of presentations. Assessment information is used well to measure pupils' progress and set new and relevant targets.

ART AND DESIGN

91. By the ages of seven and eleven, pupils, including those with special educational needs, make satisfactory progress in exploring and developing their skills and ideas and achieve standards expected for their ages. Standards are similar to those reported at the time of the previous inspection. Pupils are provided with a suitable range of activities to work in two and three dimensions. A good range of resources enables pupils to use different materials such as crayons, paint, and pastels. Pupils investigate different textures and successfully evaluate and develop their work. Lessons are mainly whole class based and this means that some opportunities are missed for higher attaining pupils in particular to use their skills to follow their own lines of creativity or experimentation. Pupils co-operate well and share the resources sensibly.
92. Years 1 and 2 pupils mix paint effectively to produce different colour tones and experiment with different techniques such as mixing in icing sugar to give a shiny finish to their colourful fish. They work well with materials of different texture, such as felt, card and cotton, to create imaginary characters in their stories, for example about Ruff the dog. The teacher makes good links with other subjects when planning activities, such as a marbling technique used to highlight the number line in numeracy, blow-pen pictures using the force of air linked to science work and leaf prints in studies of autumn and the local area. The most recent example was the successful use of a stencilling technique to produce fireworks designs, which were attractively displayed in the school hall.
93. Teachers in Key Stage 2 classes also make good links with other subjects. For example, pupils in Years 3 and 4 observed and discussed the Tudors in their history work and then made clay busts of Henry VIII and other key characters. They had looked carefully at images in books and posters and had decorated the busts colourfully, showing good attention to detail. Pupils with special educational needs are supported well and make similar satisfactory progress. They enjoy art and design activities because they are able to respond more creatively than they do when tackling more academic subjects requiring specific literacy skills.

94. The quality of teaching and learning is satisfactory overall. Teachers' subject knowledge is good and lessons contain a variety and range of activities and resources which successfully sustain pupils' interest and motivation. Computer-generated art programs are used appropriately to consolidate pupils' learning and appreciation. This was done well in Years 5 and 6 when pupils found out about the life and work of famous artists such as William Morris and Ford Maddox Brown. Pupils worked with great care and imagination to design prints in the style of William Morris, using selected floral shapes and patterns. These were created first in print and then used as starting points for their own paintings. Pupils responded well to their teacher's high expectations of what they could achieve and were very careful with their brush work to produce good quality versions of their own. The care and attention to brush work typified the excellent attitudes that pupils have to their learning. One group of pupils was observed using different tone, shape and depth well in their copies of 'The Last of England', a sensitively painted work by Brown showing the sad expressions and dark clothing of emigrants as they left England on an open boat. Lessons in all three classes tend to involve activities which are tackled by all pupils. As a result, opportunities are sometimes missed for pupils to use their skills to follow projects of their own. This limits the progress made by higher attaining pupils.
95. The subject is well led by the co-ordinator. She has guided staff effectively in implementing the requirements of Curriculum 2000 and incorporating national guidance into the scheme of work. Resources are of good quality and quantity and are well managed and maintained. Assessment procedures are largely informal, but are effective as teachers have a good knowledge of individual pupils' attainment and progress by keeping their own records of pupils' achievements.

DESIGN AND TECHNOLOGY

96. Pupils, including those with special educational needs, make satisfactory progress in their learning and, by the ages of seven and eleven, attain standards expected of pupils of their ages. Standards are similar to those reported at the time of the previous inspection. Recent national guidance has been adopted successfully and provides pupils with a broader range of opportunities than was previously the case to discover what makes artefacts work, to talk about what they want to make and why, record their designs and evaluate finished products. The effects of this are seen in teachers' improved subject knowledge and pupils' very good attitudes to, and interest in, the subject.
97. Pupils in Years 1 and 2 talked eagerly about small scenes with moving parts, called 'mock-ups', which they had created. They had designed and made a background of hills, sky and a castle and fixed thin rods to a dragon and a frog that they had made. They made up stories about them and moved the characters as they told the story. During the inspection, these ideas were extended to design larger characters such as Rapunzel and a knight on horseback for one story and Goldilocks and the Three Bears for another story. As a result of these interesting activities, pupils developed a satisfactory understanding of the design process, from planning through to the selection of materials and on to the making and completion of moving models. Pupils received some help with measuring and cutting techniques, but overall achievement was good. The lesson was well managed and organised by the teacher and good support was provided by two adult helpers. This project contributed significantly to the promotion of pupils' spiritual, moral, social and cultural development because of the collaborative group work, the increased knowledge of fairy tales and stories, and the

evident pleasure experienced by pupils and adults as the stories were presented to the class.

98. Evidence of pupils' previously completed work shows that pupils in Years 3 and 4 achieved good standards of work when designing and making a stringed puppet. They designed head and body parts and, as a result of making different choices, added colourful finishing touches, using dowel rods to make limbs or wobbly eyes. They had recorded their original designs and, with help, planned what they needed to use. As a result of such activities, most pupils develop satisfactory cutting and joining skills. Thoughtful planning by teachers provides new challenges and enables pupils in Years 5 and 6 to extend their planning, making and evaluation skills. Pupils with special educational needs are given good support in lessons to learn new skills, which build progressively and successfully on previous activities. Pupils' folders show pencil designs for the making of a Victorian counterbalance horse. Designs show sizes, shapes and patterns and lists of materials to be used such as card, wire coat hangers, plasticine, paint and glue. Photographs show completed models with colourful designs. The evidence of this previous work shows that, by Year 6, pupils have developed satisfactory levels of skills, knowledge and understanding and achieve well. Work completed by pupils for the Royal Cornwall Show, in which they designed and made clothes representing scenes and colours from the local environment, were of a high standard.
99. The quality of teaching is satisfactory overall, with some good features. Teachers have a satisfactory understanding of the different aspects of design and technology and lead pupils' learning through focused questioning and careful guidance. Practical skills are developed in a systematic way. Teachers plan lessons which are practical and encourage pupils to make objects appropriate to their interests. This motivates learning and sustains interest. As a result, pupils enjoy their work and are keen to get on. They work productively when designing and making, and suitable opportunities are given for pupils to evaluate each other's work and to consider how their objects could be improved.
100. The subject is well led by the co-ordinator, who has led staff effectively in implementing new national guidance. She ensures that resources are regularly audited and consumable materials replaced when used. Assessment procedures are largely informal but teachers maintain their own careful records and have a good knowledge and understanding of pupils' achievements.

GEOGRAPHY

101. No geography lessons were observed during the inspection, but evidence from teachers' planning, discussions with staff and pupils and a study of pupils' past work shows that standards by the age of seven are in line and, by the age of eleven, above the expectation for pupils of their age. Pupils make satisfactory progress at Key Stage 1 and good progress at Key Stage 2. Special educational needs pupils benefit from practical work, such as field trips, and make similar progress to their peers. Standards at Key Stage 1 are similar to those reported at the time of the previous inspection and have improved at Key Stage 2. Improved standards at Key Stage 2 are due largely to successful implementation of new national guidance.
102. There is a detailed scheme of work which sets out clearly what themes need to be studied in each key stage. Discussions with staff and pupils indicate that this programme is well covered. A study of pupils' past work shows that teachers provide a wide range of resources to stimulate pupils' thinking such as maps, books,

photographs and videos. Fieldwork is a significant element of teachers' planning. The local area is used very effectively to develop a range of skills and pupils at both key stages are knowledgeable about key features of the village of Shop and the parish of Morwenstow. Key Stage 1 pupils develop satisfactory mapping skills as they produce a large-scale diagram showing a child's route from the school to their home. The diagram contains photographs of interesting features noted en route such as signposts, shops and houses. There is evidence of pupils achieving good standards of work in a folder about the travels of a bear called Barnaby. The teacher has made very good use of photographs and postcards sent by Barnaby from Madeira to promote pupils' enquiry skills as they decide such things as what the weather is like, what people wear and what they eat. These examples of Key Stage 1 achievements indicate good links with other subjects such as history and religious education.

103. At Key Stage 2, pupils' past work and work on display shows further instances of teachers using the local environment well to extend pupils' learning. Pupils in the Years 2, 3 and 4 class have taken part in studies of a local beach and the local church. These trips are successful in consolidating pupils' learning about physical features, the influence of the weather on the landscape and patterns of settlement. The curriculum is well planned to make sure that pupils develop their skills in a systematic way between year groups. As a result, by the age of eleven, pupils' knowledge and understanding is often better than is normally found. They have a good awareness of the impact of rivers on the landscape, knowledge of the water cycle, some of the major world climatic regions and a good range of general knowledge about life in some other countries of the world. Visits, such as one to a Devon reservoir, help pupils to make connections between classroom learning and real life. At both key stages, pupils' folders contain a large number of commercial worksheets. The use of these has advantages in consolidating learning and helping teachers assess pupils' attainment and progress. However, they tend to limit the opportunities pupils have to develop their skills of recording, through writing, drawing, sketching and mapping. Opportunities are also missed to use the subject to promote skills learnt in literacy lessons or provide special challenges for higher attaining pupils. Where this does occur, achievements are often good. For example, poetry written by Years 5 and 6 pupils as a direct result of a residential trip to the Roseland peninsula is of a high standard, and literacy skills have been used effectively in this way.
104. The subject is well led by the co-ordinator. She uses her good subject knowledge effectively to help teachers plan their lessons and to organise successful field trips. She has established a good range of resources and is leading the staff well in monitoring and evaluating the quality of teaching and learning and its impact on pupils' achievements.

HISTORY

105. Pupils' standards by the age of seven and eleven exceed the national expectations. This represents a satisfactory improvement since the previous inspection when standards were reported to be in line with expectations. Standards are better because the quality of teaching and learning has been improved. Teachers make very good use of artefacts, trips and visits to extend pupils' learning. These experiences stimulate pupils' interest and motivation and they achieve well as a result. Special educational needs pupils benefit from the practical nature of many of the activities and they make good progress.

106. The quality of teachers' planning has a significant impact on pupils' achievements. It is based securely on national guidance as well as the school's own agreed approach to the subject. Teachers place a strong emphasis on the provision of a wide range of artefacts, books, photographs and other evidence to encourage pupils to draw their own conclusions about life in the past. This approach is successful in motivating pupils and, as a result, they have excellent attitudes to the subject. For example, pupils in Key Stage 1 develop a good awareness of chronology as they find out about how life has changed since their grandparents were children. They begin to develop their enquiry skills as they study artefacts for clues which might help to put them in age order. As a result, by the age of seven, pupils are used to comparing then with now and achieve standards which are better than are normally seen.
107. Teachers in Key Stage 2 build successfully on the good start made in Key Stage 1. Trips, visits and visitors to the school play an important part in promoting pupils' interest and enjoyment in the subject. In the class containing Years 2, 3 and 4 pupils, the study of a video about life in Tudor times led to good levels of discussion as pupils compared life then with now. They were particularly intrigued by school life and there were some thoughtful comments made about the fairness or otherwise of being beaten for errors made in work or of only boys being allowed to attend school. By the age of eleven, pupils have a well-developed understanding of the skills needed to be a good historian. For example, in a very well taught lesson in the Years 5 and 6 class, pupils made very effective use of the excellent range of Victorian artefacts and resources prepared by the teacher. As pupils wrote with Victorian pens and on slates and studied extracts from their school's log book from the 1870's, they used their previous knowledge and experience well to record significant similarities and differences. Higher attaining pupils in particular achieved high standards in the confident way they drew conclusions from the range of evidence.
108. The quality of teaching and learning is good and successfully promotes good levels of achievement. A key factor of its success is the interest teachers themselves show in the subject. Their good subject knowledge and enthusiastic teaching are conveyed to pupils, who respond positively and try hard to meet their teachers' high expectations. Teachers continually encourage pupils to make decisions for themselves about people and events from the past and to support their views with evidence. For example, in the lesson about the Tudors, the teacher used questions well to encourage pupils to quote evidence from the video to support their views about school life. Teachers' emphasis on using evidence from artefacts, books and pictures to formulate opinion is a strength of the provision. Higher attaining pupils show that they are aware of the pitfalls of relying too heavily on some sources. For example, one Year 3 higher attaining pupil pointed out that portraits painted a long time ago sometimes represented people in a favourable light and were not always true to life. The impact on pupils' achievements of visitors and of visits to places of historical interest is significant. Pupils speak enthusiastically about places they have been to, especially if they involved dressing up and role-play. In the lesson about

Victorian school days, the teacher made effective use of a tape recording of an interview with an ex-pupil of the school, who at 101 years old, had some fascinating memories about his school days and these interested pupils.

109. Links with other curriculum subjects are satisfactory. Information and communication technology is used on a regular basis, including the Internet, by Key Stage 2 pupils to search for information. Sometimes commercial worksheets are used for pupils to record their work when a written response might have been more helpful. The whole class nature of some lessons at both key stages means that opportunities are missed for higher attaining pupils in particular to follow their own lines of enquiry or carry out independent research.
110. The subject is well led by the co-ordinator. She has guided staff well in incorporating Curriculum 2000 into the school's existing scheme of work and acquiring appropriate resources to support learning in the periods of history studied.

INFORMATION AND COMMUNICATION TECHNOLOGY

111. By the ages of seven and eleven, pupils' achievement in information and communication technology is satisfactory and the standards attained by most pupils match standards expected nationally. This shows that average standards have been maintained since the previous inspection. Resources have been updated and improved and there are better links with other subjects than at the time of the previous inspection.
112. From an early age, pupils learn how to operate computers. They learn to access programs, use the mouse control and keyboard accurately and acquire a range of basic technological skills. In Key Stage 1, the teacher links computer use to other curriculum subjects such as literacy and numeracy, and this helps activities to be relevant for pupils. For example, Years 1 and 2 pupils know the basic commands required to access graphics programs and design pictures related to English and science. They use the keyboard competently when entering text in their literacy work. They design a robot, using triangles, squares and hexagons, to emphasise key physical features. The teacher successfully encourages pupils to use tape recorders and listening stations at selected times to improve pupils' speaking and listening skills and enhance their enjoyment of literature. Year 2 pupils were observed entering a sequence of instructions into a computerised toy to make it move forward to a given target and turn to a new direction. This they did successfully and with evident enjoyment. Other pupils planned a set of instructions for moving a screen turtle on the computer. As a result of these activities, by the age of seven, pupils achieve well and standards are satisfactory.
113. By Year 6, pupils make satisfactory gains in their learning and effectively use technology in other curriculum subjects such as English, mathematics, science, art and design and history. They are aware of the importance of information and communication technology in their lives when searching for information about particular topics. Teachers plan interesting activities that include all pupils at their particular level of need. Pupils use wordprocessing programs well to create text and select different font sizes, styles and colours. They then print out short eye-catching poems, for example about extreme weather conditions such as Storm Bringer, Whistling Singer, Life Taker and Disaster Maker. Pupils design symmetrical patterns and then reproduce them in detail using paints. They were observed developing these ideas further by searching for information about William Morris and creating colourful

designs in his style. In good links with mathematics, Year 5 and Year 6 pupils created a spreadsheet and recorded a series of long jumps performed by pupils. They developed the data to show individual distances, the total distance jumped and the average distance jumped. They co-operated well together, refining ideas and organising relevant tables, graphics and text. Teachers provide pupils with access to sensors to help them compare room temperature with the temperature in a container of ice. They plot the evidence using two different line graphs. Satisfactory standards have been maintained since the previous inspection with a small minority of higher attaining pupils achieving higher than expected levels.

114. Overall, the quality of teaching and learning is satisfactory. Teachers and teaching assistants have a sound knowledge of computing and make appropriate links with most other curriculum subjects. More use could be made of computers to support the development of pupils' writing skills by encouraging the drafting and re-drafting of written work in science, geography, history and religious education. When this is done well, for example in some Years 5 and 6 literacy lessons, higher attaining pupils in particular move quickly on in their learning. Pupils work successfully in mixed ability and gender groups and this successfully promotes pupils' social and moral development. Good provision is made for pupils with special educational needs, most of whom achieve well to attain expected levels. Teachers successfully promote pupils' good attitudes to the subject and, as a result, they enjoy using computers and other technological equipment. Pupils work independently and in small co-operative groups with interest in their tasks and behave very well.
115. The subject co-ordinator has successfully promoted the improvement of resources with the purchase of new computers and software. She has also led staff well in implementing the requirements of Curriculum 2000.

MUSIC

116. Standards by the age of seven are above, and by the age of eleven, well above those expected of pupils of their age. Standards of performance are particularly high and pupils at both key stages show confidence and enjoyment as they sing and play together in lessons, assemblies and concerts. The expertise and experience of the music co-ordinator have a significant impact on standards. She teaches all three classes and has established a wide range of school clubs and outside activities which successfully extend pupils' skills. These are of particular benefit to Key Stage 2 pupils. As a result, Key Stage 1 pupils make good progress and achieve well. Key Stage 2 pupils make very good progress and achievements are high, particularly amongst higher attainers. Pupils with special educational needs benefit from involvement with their peers in group activities and make good progress. Standards by the age of seven are similar to those reported at the time of the previous inspection. There was insufficient evidence to make a judgement about standards by the age of eleven.
117. No lessons were seen in the Key Stage 1 class during the inspection. However, in assemblies, pupils sing well, showing a good awareness of diction, pitch and rhythm. The teacher's planning shows that pupils receive a wide range of opportunities to compose and perform. Evidence from videos shows pupils playing percussion instruments and performing with considerable confidence and evident enjoyment. These pupils benefit from having the music co-ordinator as their class teacher. As a result, relationships are excellent and pupils respond positively to the high expectations she has of what they can achieve.

118. Key Stage 2 pupils make very good progress in all aspects of the required curriculum as a result of very good teaching and the good quantity and quality of resources. By the age of eleven, pupils have a good knowledge and understanding of music from other countries, such as India and Australia, as well as the lives and music of significant European composers such as Mozart. They learn to create percussion parts to songs and compose melodies to accompany text. They often record their efforts on paper using non-standard or standard notation and record their compositions on tape so that they can evaluate their own performances and those of others. An important aspect of pupils' achievements is their breadth of knowledge. For example, pupils in Years 5 and 6 talk knowledgeably about classical, light and popular music, expressing preferences and naming particular pieces.
119. The quality of teaching and learning is consistently very good and sometimes excellent. Lessons are characterised by a variety of activities that motivate pupils and sustain their interest and regular opportunities for pupils to play tuned and untuned percussion instruments. As a result, pupils have excellent attitudes to their work, concentrate for extended periods of time and try very hard to achieve the high standards set by their teacher. Years 5 and 6 pupils were observed taking part in a music lesson based in the hall. The teacher had prepared the lesson very well beforehand, with a variety of instruments ready for use, including steel drums and several types of glockenspiels. This preparation was effective in making good use of the time available and pupils were involved in productive learning soon after the lesson began. Pupils treated instruments carefully and played them correctly as they composed accompaniments to songs and played written accompaniments, reading from standard notation. At one point in the lesson, five pupils confidently played recorder music with a difficult ragtime beat. The remaining pupils achieved high standards as they accompanied the recorder players on percussion, demonstrating a very good awareness of rhythm, beat and the ability to perform as part of a group. In a subsequent lesson for pupils in the class containing Years 2, 3 and 4 pupils, the teacher matched the activities closely to pupils' abilities and this helped pupils of all ages and abilities to make good progress. Although not as skilful as the older pupils, they practised and refined their skills well as they accompanied the teacher on percussion instruments as she played a polka on her violin. Pupils played well together as a percussion band, composing and performing accompaniments to a song about bonfire night.
120. The subject co-ordinator has established music as a major strength of the school by using her own talents and expertise to very good effect in lessons. More significantly, she has developed a broad and balanced scheme of work for the teaching of the required curriculum and provided a wide range of other activities to further extend pupils' skills. As a result, the school is well known in the local community for the high quality of public performances given by the school choir, for example over the Christmas period at local community events, and for the high standards achieved in whole school concerts. A small number of pupils benefit from instrumental tuition and many more learn to play the recorder. A considerable number of pupils play in the school orchestra. The co-ordinator has, over time, built up a good selection of quality resources and these contribute significantly to the high standards achieved.

PHYSICAL EDUCATION

121. By the age of seven, pupils make satisfactory progress and attain standards expected for their age. By the age of eleven, pupils achieve well and attain standards above those expected for their age, particularly in swimming and games. Pupils with special educational needs achieve well and make good progress. There has been a

satisfactory improvement since the previous inspection, when standards attained by eleven-year-olds were reported to be average. There are two main reasons for this. First, the quality of teaching has improved. Second, despite the limited numbers of staff, the school provides a very full programme of physical activities, during and outside lessons, and this makes a significant contribution to the good standards achieved, particularly by pupils at Key Stage 2. Boys and girls participate in physical education lessons with equal enthusiasm and work well individually, in pairs or in larger groups.

122. Years 1 and 2 pupils were observed taking part in a gymnastics lesson. They performed a range of travelling skills such as hopping, skipping, marching and turning. They performed with good awareness of safety and the space around them. Having practised these movements on the floor, they then applied them to large apparatus with increasing control and co-ordination. The teacher set relevant challenges for pupils of all capabilities through good intervention and prompts. Elements of rolling, twisting and balancing were introduced with good effect.
123. Swimming is taught at a nearby pool during an intensive period of time each year. Records show that standards attained by last year's Year 6 pupils were very high. Every pupil could swim 800 metres or more. All were strong swimmers who had also gained personal survival awards. In games, the school participates in competitions with other schools in the area with considerable success. This year, the school won the area athletics, netball and rounders competitions and came second in the cricket competition. Their performances reflect the hard work of the staff and pupils and significantly add to the excellent social and personal development in the school. Years 5 and 6 pupils enjoy the provision for outdoor and adventurous activities, in the form of canoeing, at the nearby secondary school. These good links also support pupils' smooth transition to the next phase in their schooling.
124. The curriculum provides a good programme of dance. Pupils at both key stages perform to a range of stimuli and learn and perform traditional English folk dances and dances from other cultures such as Africa, Greece and India. They participate annually in local maypole dancing celebrations.
125. The quality of teaching and learning is good overall. In the lessons seen, teachers had high expectations of pupils who, as a result, responded positively to challenges, behaved very well and worked hard to improve their standards. For example, Years 5 and 6 pupils were observed taking part in a hockey lesson. Pupils worked hard to practise and refine their skills, particularly their control of the stick and the ball. The teacher provided regular support for individuals and groups by showing them how to improve their technique. The lesson was also characterised by a good quality warm-up session, close attention to safety and the progressive development of skills from one activity to the next. Pupils demonstrated their developing knowledge and understanding of tactics in team games, a significant factor in pupils' regular successes in local sports competitions.
126. The subject is well led by the co-ordinator, who has, with the support of her colleagues, extended the range of learning opportunities within the curriculum provision to their present very good levels. These opportunities contribute to the very good development of pupils' personal and social skills and enhance the quality of the experiences provided by the school for all pupils. The quantity and quality of resources are good, with a good-sized hall and outdoor facilities in both the hard surface and field areas.

RELIGIOUS EDUCATION

127. Pupils' standards by the age of seven and eleven are in line with those expected in the locally agreed syllabus for religious education. Pupils, including those with special educational needs, make good progress. Standards are similar to those reported at the time of the previous inspection. Pupils achieve well in the development of respect for the feelings and beliefs of others and this is reflected in the excellent relationships that exist in the school and the confident way many pupils express their views and opinions during class discussions. An over-reliance on commercial worksheets in all classes limits the effectiveness of the subject in promoting pupils' writing skills.
128. Only two lessons were observed during the inspection, but evidence from these and from a study of pupils' past work shows that the quality of teaching and learning is good overall. Lessons are planned to build on pupils' previous experiences and this enables pupils to make good progress between year groups and key stages. Planning is linked closely to the requirements of the locally agreed syllabus and this also helps teachers to develop pupils' skills, knowledge and understanding systematically. Teachers make good use of the local area to extend pupils' learning about Christianity by well-managed and organised visits to local churches. The school is situated some considerable distance from places of worship belonging to other faiths and religions, but teachers make effective use of artefacts, books and videos to help pupils learn about religions other than Christianity. For example, pupils in the reception and Key Stage 1 class were observed learning about the story of Rama and Sita. The teacher illustrated the lesson with colour slides, showing pupils from a school in the Midlands acting scenes from the story. By the end of the lesson, many pupils were familiar with the names of the key characters and the main events. As a result of the very good teaching, pupils made good progress in their knowledge and understanding of Divali and the festival's importance to Hindus. Stories from different faiths and religions play a significant part in the curriculum. Key Stage 1 pupils show a sound knowledge of stories from the Old Testament and Key Stage 2 pupils are familiar with characters and events from the New Testament.
129. Teachers provide a wide range of opportunities for pupils to think about and discuss social and moral issues. In this way, pupils' speaking and listening skills are promoted well and they often achieve high standards as they express their views and opinions and listen carefully to what others have to say. In the class containing Years 2, 3 and 4 pupils, they were observed learning about Judaism and the significance to Jews of the Passover. At one point in the lesson, the teacher led a discussion about suffering. He posed the question: 'Does remembering suffering and bad times help people appreciate better times?'. Despite the complexity of this question, many pupils offered thoughtful responses. This lesson illustrated that teachers have high expectations of what pupils can achieve and use questions well to promote their thinking and guide their thoughts. Study of pupils' previous work shows that they take care with the presentation of their writing and drawings and try hard to meet their teachers' expectations. Pupils have very good attitudes to the subject and the concentration and effort shown by pupils, including the very youngest and those with special educational needs, make a significant contribution to the quality of class discussions in particular. Pupils' folders contain work completed on a considerable number of commercial worksheets. Although many of these worksheets are of good quality, they reduce pupils' opportunities to write at length. As a result, the quantity of written evidence of pupils' thoughts, feelings and observations about some themes studied is less than might be expected. Where thoughts are recorded on a regular basis, for example in the diaries completed by Years 5 and 6 pupils about events in the news, pupils make

effective use of skills learnt in literacy lessons to organise their thinking. Key Stage 2 pupils make effective use of information and communication technology to research for information, particularly about other faiths and religions.

130. The co-ordinator provides good leadership. She has led the staff well in implementing the requirements of the new locally agreed syllabus. This has resulted in considerable discussion about the suitability of the suggested themes and topics for particular ages of pupils as teachers monitor and evaluate their lessons. Planning for the year and for each term is very thorough. In order to provide a broad coverage, lessons sometimes contain too many activities and so some are not completed. The co-ordinator makes sure that a good range of artefacts and books are available for teachers to use in lessons and many of these are shared with other small schools in the area.