

# **INSPECTION REPORT**

## **JACOBSTOW CP SCHOOL**

Jacobstow, Bude

LEA area: Cornwall

Unique reference number: 111944

Headteacher: Mrs W. Blunt

Reporting inspector: Ian Knight  
23031

Dates of inspection: 12<sup>th</sup> - 14<sup>th</sup> November 2001

Inspection number: 195288

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Jacobstow  
Bude  
Cornwall

Postcode: EX23 0BR

Telephone number: 01840 230337

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Appropriate authority: The Governing Body

Name of chair of governors: Mr Richard Heard

Date of previous inspection: June 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23031	Ian Knight	<i>Registered inspector</i>	Mathematics; Information and communication technology; Design and technology.	The school's results and pupils' achievements, How well are pupils taught? How well is the school led and managed?
9652	Colin Herbert	<i>Lay inspector</i>		Pupils' attitudes, values and personal development; How well does the school care for its pupils? How well does the school work in partnership with parents?
11122	David Collard	<i>Team inspector</i>	English; History; Music; Physical education; Special educational needs; Equal opportunities.	How good are the curricular and other opportunities offered to pupils?
22831	Clive Lewis	<i>Team inspector</i>	Science; Art and design; Geography; Religious education; The foundation stage.	

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## **REPORT CONTENTS**

	<b>Page</b>
<b>PART A: SUMMARY OF THE REPORT</b>	<b>1</b>
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	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>6</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>8</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>9</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>12</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>13</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>14</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>16</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>17</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>22</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Jacobstow School is a small primary school serving a widespread rural area of North Cornwall. Currently, there are 84 full time pupils and five part-time reception pupils on roll. Almost all the pupils are white. The proportion of pupils having a special educational need is about average, as is the proportion of pupils with a statement of special need. The school is situated in a particularly remote and inaccessible village, so that most pupils have to travel by special bus to get there. Baseline assessments undertaken shortly after children enter reception indicate that attainment on entry is average overall.

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

This is a good and improving school. Pupils get a flying start in reception, where they receive very good teaching. This is consolidated throughout the junior and infant departments so that, following further good teaching, pupils achieve well at the end of Year 6. During their time at the school, pupils develop very good attitudes and behave very well. Leadership in the school is very good, and is a major factor in the steeply rising standards in Years 3 to 6, and the improvement in teaching. These standards are achieved at a cost per pupil which is higher than average. Some of these costs occur because of overheads that are similar in all schools, but which make up a higher proportion of the costs of a small school. The school offers good value for money

### **WHAT THE SCHOOL DOES WELL**

The very good leadership and management of the headteacher, including very effective use of monitoring and evaluation has led to:

- Excellent relationships throughout the school
- Good and improving teaching and learning
- Good achievement, especially in the Foundation Stage, English and mathematics
- An interesting, exciting and relevant curriculum for all the pupils

### **WHAT COULD BE IMPROVED**

*This effective school has no areas of significant weakness requiring urgent action. The minor areas below have all been identified by the school and form part of the school improvement plan.*

- Curricular co-ordinators' roles in monitoring and evaluating teaching
- Governors' understanding of their strategic role

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in June 1997. Since then, standards have risen in National Curriculum tests at the end of Years 2 and 6, with high standards at the end of Year 2 and a steep upward trend at the end of Year 6. The quality of teaching has been maintained at a good level, and unsatisfactory teaching has been eliminated. Policies and schemes of work are in place in all subjects, with an effective system of evaluating pupils' progress and of

incorporating this information into future planning. The National Curriculum requirements for information and communication technology are now met. The quality of information given to parents has been improved and is now good. These improvements show that the school has made good progress since its last inspection.

## STANDARDS

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

Performance in:	Compared with			
	All schools			similar schools
	1999	2000	2001	2001
English	D	C	B	B
mathematics	A	D	B	B
science	A	D	D	D

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

The lower standards in science have been addressed and inspection evidence indicates that standards are now about average in science. Inspection evidence confirms standards that are above average in English and mathematics at the end of Year 6. In all other subjects, they are about average at the end of Year 6 except in design and technology in which there was insufficient evidence to form a view. Standards in tests have been high at the end of Year 2 in reading, writing and mathematics since 1999, being well above the national average compared to all schools. When compared only to similar schools, standards in writing and mathematics were above average whilst reading was well above average. Teachers' assessments in science at the end of Year 2 show standards that are significantly above average overall. Inspection evidence shows that standards in the current, very small, group of pupils in Year 2 are above average in English, mathematics and science, and about average in all other subjects except geography in which there was insufficient evidence to form a view. Children at the end of reception exceed all the suggested Early Learning Goals. Recent results have shown consistently high standards in tests at the end of Year 2 and steeply rising standards at the end of Year 6. The school has set challenging and well-founded targets for future performance. It is making good progress towards meeting these. When these standards are weighed against pupils' average attainment on entry, then it is clear that pupils achieve well throughout the school.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils come to school very keen to work and socialise. They are very interested and involved in all their activities.
Behaviour, in and out of classrooms	Very good, both in lessons and around the school. Pupils understand how their actions affect others and show high levels of respect for the feelings and beliefs of others.
Personal development and relationships	Very good. Pupils have increasing responsibilities in the school as they grow older. Relationships between pupils and between staff and pupils are excellent.
Attendance	After a period with an improving trend, attendance for the latest year was below average due in a large part to the strictures placed on the surrounding rural area to control the recent outbreak of Foot-and-Mouth disease, and an unusually high level of absenteeism due to illness in the spring.

## TEACHING AND LEARNING

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

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

The teaching of English and of mathematics is good. Teachers make good links with both literacy and numeracy in other subjects. As a consequence, the skills of literacy and numeracy are well taught. Particular strengths of teaching include the use of assessment in planning to meet the needs of all pupils appropriately. The high quality of relationships in the school mean that discipline is so effective as to be invisible, and pupils spend the maximum time working. These factors lead to the good learning observed in the school as a whole, which was very good in reception. However, the use of information and communication technology to support learning is at an early stage of development. Support for pupils with a special need is good and enables these pupils to learn well also.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum includes all of the required elements, and is considerably enhanced by specialist teaching for gymnastics and music, a very good range of extra-curricular activities and very good provision for personal, social and health education.
Provision for pupils with special educational needs	Good provision leads to good progress for these pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Provision for pupils' spiritual, moral and social development is very good. Cultural development is well promoted.
How well the school cares for its pupils	Very good. Assessment procedures are very good and very well used. The school has very good procedures for monitoring and promoting good behaviour, pupils' personal development and health and safety. Procedures for child protection are secure.

The school maintains good links with parents, despite the difficulties inherent when many pupils have to use the bus to travel to school. Parents receive good quality information.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher and staff share a clear vision for the school and ensure its aims and values are very evident in school life. However, curricular co-ordinators are not yet fully involved in the evaluation of provision in their subjects as they await training in lesson observation.
How well the governors fulfil their responsibilities	Governors fulfil their statutory duties well. Their role in shaping the school's direction is improving, but they are still over-reliant on the headteacher for much of their information. Many governors are inexperienced, and their induction training was adversely affected by the Foot-and-Mouth outbreak.
The school's evaluation of its performance	Very good. The results of tests and other assessments are closely analysed. The work of the school is very well monitored and evaluated by the headteacher. This has been a significant factor in the improvements in teaching and standards.
The strategic use of resources	Good. All special grants are used effectively for their specified purpose. The school improvement plan is well founded and costs are included.

The school has good levels of teaching and support staff. The accommodation is adequate for the teaching of the National Curriculum, although some rooms are awkward and cramped. There are sufficient resources to teach all subjects adequately. The principles of best value are applied very well.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• Their children like school.</li><li>• Teaching and behaviour are good, so that pupils make good progress.</li><li>• They are comfortable in their dealings with the school.</li><li>• The school provides a good range of extra-curricular activities.</li><li>• The school is well led and managed.</li></ul>	<ul style="list-style-type: none"><li>• A few would like to see more homework for Years 5 and 6.</li></ul>

The team agreed with parents' positive views. They felt that homework was well used throughout the school.

## PART B: COMMENTARY

### HOW HIGH ARE STANDARDS?

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

1. Pupils achieve well in Jacobstow School because of the good teaching they receive.
2. In the 2001 National Curriculum tests for pupils in Year 2, standards were well above national averages in reading, writing and mathematics. If the school is compared only to those with a similar intake, based on eligibility for free school meals, then a similarly positive picture appears in that standards are above average in writing and mathematics and well above average in reading. An analysis of the levels actually achieved is very encouraging. Except in writing, high numbers of pupils gained the higher Level 3. Even in writing, the proportion that got the 'near-miss' level of 2A (the upper part of the expected Level 2) was well above average. Groups are small in this small school and year-on-year results are subject to large random variations. Nevertheless, standards have been consistently above the national average since 1999 in all three subjects, and typically well above average. There are no tests for Year 2 in the other core subject of science, but teachers' assessments mirror the results for the other subjects; these show high standards, with well above average numbers gaining the higher Level 3. When the comparison is restricted to schools with a similar intake, then the proportion gaining the higher Level 3 is still above average.
3. The picture painted by National Curriculum test results at the end of Year 6 is positive, though not quite as bright as that in Year 2. Part of the reason for this is that new initiatives bear fruit first for the younger children as their older peers have less time, relatively, to benefit from improved methods. Nevertheless, standards were above average in English and mathematics, but below average in science. The same picture is painted when the comparison is restricted only to schools with a similar intake. The school has been very successful in teaching pupils to achieve the expected Level 4 in English and mathematics: the proportions gaining this level were well above the national average. However, science is lagging behind in that only average numbers gained the expected Level 4 here. Average numbers gained the higher Level 5 in English and science, whilst the proportion achieving it in mathematics was above average. A similar picture of strength in English and mathematics, but relative weakness in science emerges if the comparison is restricted only to schools with a similar intake. However, even given the random variations in year-on-year results, the recent trends in all three subjects have been dramatic, with improvement in this school significantly outpacing the national rate.
4. However, test results tell only a small part of the story. They only consider pupils in two year groups taking tests in a few subjects. In addition, they can say nothing about *achievement*, that is, how well Jacobstow pupils do balanced against their attainment on entry, background and challenge in class. Inspection evidence, including an analysis of completed work, observations in lessons and discussions with staff and pupils, can fill in the gaps.
5. Baseline assessments undertaken shortly after children start school indicate a picture of broadly average attainment on entry, albeit with weaknesses in some areas. They get a flying start in reception due to the very good teaching and organisation in this class and start the National Curriculum already ahead of their peers. This flying start is consolidated in Years 1 and 2 and at the end of Year 2, pupils are attaining at least the expected levels in all subjects, except for geography in which there was insufficient evidence to form a view. Standards in English, mathematics and science are all above expectations. Further good teaching continues in Years 3 to 6. Standards are now above expectations in English and

mathematics at the end of Year 6, and in line with expectations in all other subjects, except in design and technology where there was insufficient evidence to form a judgement. The movement from above average standards in Year 2 to similarly above standards in Year 6 in English and mathematics might suggest that pupils' progress over their junior years was only so-so. However, this is misleading given the small group sizes and the fact that improved teaching takes longer to bear fruit with older pupils. Similarly, in science it appears that pupils have not progressed enough, but a closer scrutiny of the actual progress made over time by individuals in Years 3 to 6 shows that pupils have done well to gain these scores.

6. Pupils with special educational needs progress particularly well in their learning. In recent national tests, it is noticeable that there is only a significantly small number who do not reach the national average standard and this demonstrates the success that is being achieved by the procedures that are in place. Those pupils with statements of special need are given wide-ranging support and, because they are monitored regularly, make good progress in their learning.

7. When these standards are weighed against pupils' average attainment on entry, the progress they have made over their time in school and the observed levels of challenge in lessons, then it is clear that the achievement of pupils in Jacobstow School, regardless of gender or special need, is good.

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

8. The attitudes of pupils to school and to their learning are very good overall and their behaviour in and around school is also very good. Additionally, relationships between all members of the school community are excellent. This aspect of school life has improved since the last inspection. All parents who completed and returned the questionnaire had positive views about behaviour in school and those who attended the parents' meeting reinforced this view.

9. In the classroom, the attitude and behaviour of pupils was good or better in eighty-four per cent of lessons and very good or better in thirty-five per cent of lessons. Standards of behaviour in the playground, in the hall at dinnertime and around the school were very good, with pupils being very polite and well mannered towards visitors. There was no indication of any unsociable or racist behaviour whatsoever during the inspection, and there was no evidence of graffiti, litter or vandalism in or around the school. There have been no exclusions during the last reporting year.

10. Pupils have a very good understanding of right and wrong and show respect towards all members of the school community. They play an integral part in drawing up and implementing the school rules and have ownership of them. Pupils particularly enjoy collecting points towards 'Golden Time' on a Friday afternoon. All pupils enjoy coming to school and are very enthusiastic to meet up with their friends and participate in class activities. For example, in a Year R /1 lesson pupils thoroughly enjoyed 'going on a bear hunt' and there were very high levels of involvement from them in this activity. Additionally, in a numeracy lesson for Year 5/6, pupils listened very well to each other's responses and contributions to the lesson.

11. Relationships, both between pupils, and between pupils and all adults, are excellent. Pupils collaborate very well in all aspects of school life and enjoy working and playing together. Older pupils, acting as 'heads of tables' at dinnertime, go about their roles very seriously and effectively. They welcome visitors who sit at their tables and have very effective relationships with all pupils at the table. On one table, where an inspector was sitting, there was a very mature discussion about the most appropriate age to read Harry

Potter books. On other tables the older pupils were helping younger ones to cut up their food. Additionally, in a Year 5/6 physical education lesson, pupils got on together very well as they improved their badminton strokes. They shared resources sensibly and took a pride in demonstrating their skills to each other. The very high quality of all these relationships has a very positive impact on pupils' learning.

12. The opportunities for pupils to take responsibility in school are very good overall. In particular, those pupils who are heads of tables at dinnertime, or who act as playground friends, act in a very mature way and do a very worthwhile job. The school has identified further opportunities to develop its pupils and the plans to introduce a school council later this academic year are well advanced. Other opportunities for pupils to take responsibility include monitoring behaviour on the school buses for the award of house points, and setting out the audio-visual equipment for assembly. Pupils are also very aware of the needs of those less fortunate than themselves, and make generous donations to a variety of charities such as Jeans for Genes, Barnados and the National Children's Home. Additionally the school provides generous support for the harvest festival services in its four parishes. All these activities have a very positive impact on pupils' personal development, and the school ensures that all pupils are given the opportunity to partake in them.

13. Pupils with special educational needs have good attitudes to their learning. They are keen and interested in what they are doing and do not feel inhibited by their difficulties. The school has successfully tried to enhance their self-esteem by providing a colourful and stimulating environment within which they can work. Those pupils with behavioural problems are supported well and this is one reason why the behaviour of all pupils throughout the school is so good.

14. Attendance rates since the last inspection had been improving, but for reasons totally beyond the control of the school, the rates fell during the last reporting period to an unsatisfactory level. Pupils from a number of farming families were unable to make the journey to school during the Foot and Mouth crisis and others suffered from a 'flu epidemic that swept through the school community in the spring term. The level of unauthorised absence is broadly in line with the national average. The majority of pupils travel to and from school in buses and normally arrive at school on time.

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

15. Teaching in this school is good and is the chief reason that all pupils, including those with a special need, achieve well.

16. During the inspection, thirty-one lessons were observed. None of these were judged to have unsatisfactory teaching, and twenty-three per cent had very good teaching. The teaching in over half of the lessons observed was judged good. Of course, secure judgements about the standard of teaching cannot be made on the basis of these statistics alone – each lesson makes up more than three per cent of the total. However, an analysis of the reasons why these judgements were made, alongside the evidence about long term teaching found in the analysis of work, does confirm that teaching and learning are good overall.

17. The teaching of the youngest children in the Foundation Stage, that is in reception, prior to children starting the National Curriculum, is very good. These children are taught in a group consisting of a mixture of full- and part-time reception children as well as pupils in Year 1. Nevertheless, the teacher's planning and organisation are such that they receive a very good deal, with the valuable assistance of a skilful and effective teaching assistant. The

teacher has a clear understanding of the needs of young learners and plans worthwhile activities very well. This is translated into fun and exciting lessons that hold their attention, ensuring very good learning. This was seen in a lesson focusing on children's physical development. It was very well planned to link with the morning's literacy lesson as children re-enacted 'We're Going on a Bear Hunt'. Pieces of music were carefully chosen to accentuate each section of the story, and these were very well used to absorb pupils completely in the activity. As a result, there was no misbehaviour seen. The teacher moved the lesson on at a good pace, using personal demonstrations well so that children's performances improved. As in all lessons observed, the teaching assistant was well briefed and worked closely with the teacher.

18. This flying start is consolidated in the rest of the school with good teaching and learning. Planning continues to be of high quality and the very high quality of relationships means that the management of pupils continues to be very good. Lessons are well planned, with high expectations evident, and some innovative teaching methods. For example, in a very good English lesson for Years 2, 3 and 4, the teacher used the phrase 'bossy verbs' for imperatives, with the result that all pupils understood how to use them in instructions. The lesson developed briskly in small steps that led to pupils making very good progress. In a very good mathematics lesson for Years 5 and 6, the key features of pace and pupil management through very good relationships were again present. This built a very good working atmosphere in which pupils felt confident about their work, which was well matched to their needs following the teacher's informal assessment. However, when teaching lacked the same sparkle, whilst still being satisfactory, typically the pace was steadier. In some mathematics lessons, opportunities were missed to probe pupils' own methods of working. In addition, the use of information and communication technology is underdeveloped in most subjects.

19. In the subjects of the curriculum, teaching was good overall in English, mathematics, science, geography, music and physical education. It was satisfactory in history and information and communications technology. In the other subjects, not enough teaching was seen to make a secure judgement. Throughout the school, the basic skills of literacy and numeracy are well taught. Teachers are careful to include all pupils in lessons and to challenge all at the right level, regardless of gender, prior attainment or special need. Pupils with special educational needs are taught well. Teaching assistants are used to take small groups for booster classes and to develop the 'Additional Literacy Support' systems. These assistants keep very detailed records of their work and of the perceived progress that is being made. These are shared with teachers who are able to target the next steps. During class lessons teachers endeavour to ensure that these pupils are always fully involved in discussions and that they are given work that is appropriate to their needs. Some pupils are withdrawn from classes for additional support and the school has developed this to ensure that pupils do not miss subjects in which they can excel, such as practical experiments or creative work.

20. At the time of the last inspection, teaching was also judged to be good overall, with a similar proportion of good and very good teaching. However, at that time, some 15 per cent of lessons were judged to be unsatisfactory, a proportion that has now been eliminated, so that teaching is now more consistently good. This has come about largely by the sharing of good practice, and support to improve weaker practice from the headteacher's monitoring. This represents good improvement in teaching in the intervening period.

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

21. The curriculum provided by the school is very broad, balanced and relevant to the needs of all pupils at the school and there has been considerable improvement since the last inspection. Staff members have developed policies for all subjects from a common format. Many of these are very detailed and highlight how the school expects pupils to progress in their learning. Where necessary they deal with health and safety issues and equal opportunities for pupils with differing needs, ensuring all are included. They provide a strong framework within which to work and ensure that there is a consistent approach to teaching and learning. All statutory requirements regarding the National Curriculum are fully met.

22. Over the last two years, the school has used the national framework for schemes of work and is trialling each one before reviewing and revising them so that they are tailored to the particular needs of the school. Their introduction has been particularly effective in developing skills for history, geography and information and communications technology. Work is now more closely planned to ensure that pupils develop their understanding at an appropriate level, as in the case of teaching mapping skills. Here, younger pupils learn how to draw simple diagrams and routes, and as pupils move through the school the maps become more complex, using keys and symbols.

23. The school has been very innovative in its use of expertise and time. Through the specialist teaching of music and gymnastics, pupils benefit from a secure and progressive curriculum, which is enhanced by a thorough programme for personal, social and health education. This includes the use of 'Circle Time', a discussion period that allows pupils to talk about their feelings and views in a controlled but supportive environment. Due to the sensitive nature of this work, teachers have wisely had extensive training in its use. Sex education and drugs awareness programmes are built into the science curriculum. Governors have discussed the introduction of these in detail and have developed a wide-ranging policy dealing with 'healthy living'. A large number of pupils benefit from instrumental tuition and there are sporting clubs and activities to broaden the curriculum.

24. Teachers have had substantial training for the National Literacy Strategy and its effectiveness has been a contributory factor in the raising of standards in English. As teachers have become more confident in its use, many more ways have been found to enhance this effectiveness. During the whole-class discussion periods, small groups of pupils are given intensive phonic training, or work on letters and sounds. These are helping pupils with specific problems in areas of reading and writing. Similarly, the National Numeracy Strategy has also been effectively introduced, and there is evidence that this is ensuring that standards continue to rise in mathematics.

25. At the centre of all policies, schemes of work and planning, is the need to provide individual pupils with the best opportunities to improve. Weekly and half-termly planning addresses this through well-conceived groupings, extra support for those with problems and through discussion with other teachers. Lessons are evaluated both for their success as a whole and for where learning needs to be reinforced. In this way strong foundations are being built and individual children are able to make significant small steps forward in their development within subjects. The combination of teaching new knowledge and skills is underpinned by developing better understanding. This is most effective for pupils with special educational needs. These pupils have individual education plans that are developed from the successes and failures of the previous plan. They are closely monitored by the

class teacher in conjunction with the special needs co-ordinator. The systems are thorough and, because of this early identification, allow the school to gain the support of outside agencies very quickly. Work in the classroom is rooted in these plans and teachers are aware of the targets that have been set.

26. The provision for extra-curricular activities is very good. On one evening during the inspection nearly half the pupils of the school were involved in a club despite the difficulties of transporting pupils the long distances home. Again, these clubs are used innovatively. They are a means to involve parents more closely with the school, because they have to pick up their children afterwards; in this way they help ensure that the links made between the school and the parent body are enhanced.

27. The school makes very good provision overall for pupils' spiritual, moral, social and cultural development. This constitutes good improvement in this area since the last inspection.

28. The school makes very good provision for pupils' spiritual development. It provides pupils with knowledge and insight into values and beliefs, and enables them to reflect on their own and others' experiences through the religious education programme and the very well planned rolling programme of weekly assembly themes such as 'Exploration and Discovery'. Circle time activities within the personal and social education curriculum and assemblies provide worthwhile time for reflection. The school complies with statutory regulations for a daily act of collective worship.

29. Provision for pupils' moral development is very good. There is a strong, clear whole-school ethos and a moral code for good behaviour that is promoted consistently throughout the school by all school staff, who provide very good role models. The whole-school programme of themes for assemblies relating to real life issues and the use of circle time to discuss issues allows pupils time to reflect and consider their behaviour.

30. Provision for pupils' social development is very good. From the time they enter the school, pupils are encouraged to work co-operatively, take responsibility for their work and for others and be as independent as possible – children are expected to collect and return resources from the time of entry to reception, for example. Responsibilities increase as pupils get older - for example, each class elects two 'playground friends' to monitor the 'Friendship Stop' in the playground and these pupils volunteer to sit with any child feeling lonely and keep them company. At lunchtime, Year 6 pupils on each table encourage conversation and good manners, and lunchtime behaviour is encouraged effectively by a rewards system - a much sought-after sticker is awarded to the best table each week which then gets the honour of a tablecloth and flowers for the following week. The system also operates on the school buses, with an award for the best behaved bus of the week. Pupils support a range of charities through fundraising, and visiting speakers from charities such as Barnardos, Shelter and Age Concern visit the school to talk to the pupils.

31. The provision for pupils' cultural development is good. Pupils are taught to appreciate their own cultural traditions, taking part in a range of local events and visiting local historical and cultural sites, although the school's provision during the previous school year had to be severely curtailed due to the Foot and Mouth crisis. Pupils are given regular opportunities to develop an understanding of the diversity of other cultures through stories from other cultures in literacy lessons, studies of art from other cultures – such as the study of Native American art taking place during the inspection - and the study of other religions in religious education lessons. During the school year a good range of visitors talk to, perform for, and work with the pupils.



32. There are good links with the local community. The four parishes that serve the school are visited for carol services on a rota basis each year, and local people are encouraged to come into school. It is planned to use the new computer suite for adult learning. More links are difficult to make because of the remoteness of the school, but the headteacher, in discussion with the governors, has targeted this area for development personally. Links have also been made with other local schools through sporting clubs and visits. The local secondary school has been invited to bring in specialist teachers to support work in some subjects, and there are meetings with cluster groups of schools to ensure that work at Jacobstow is not undertaken in isolation.

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

33. The school takes very good care of all its pupils and there has been an improvement in this aspect of school life since the last inspection.

34. The policies for both health and safety and child protection are well established and very effective. In particular, the governing body takes a great interest in health and safety matters and carries out regular and very thorough termly inspections of the school premises. Additionally, it carries out comprehensive risk assessments within the school and prior to any visits into the community. A very good example of the concern that the school demonstrates towards the safety of all members of its community during the inspection was when a minor hazard was pointed out to the school. This was promptly removed. Teachers take every opportunity to reinforce aspects of health and safety in lessons. For example, in a Year 6 physical education lesson, pupils were reminded about the correct and safe way to move around the hall and practise their badminton skills. Effective arrangements also exist for first aid and for the emergency contact of parents in the case of an accident. Additionally, regular fire drills take place and different times of the day are chosen to evacuate the building. The supervision of pupils at lunch and in the playground is very effective. Another very good example of the high quality care and support that the school provides for its pupils was demonstrated during the Foot and Mouth crisis. The school made very effective use of e-mail to keep in contact with its farming families and, wherever possible, to ensure those pupils were provided with work to complete.

35. The school has developed a series of very good assessment procedures that cover the whole curriculum and allow teachers and teaching assistants to plan worthwhile lessons for all pupils. These are most advanced in the core subjects of English and mathematics, in which formal assessments are regularly carried out, allowing pupils' progress to be closely tracked. These include the statutory assessments at the ends of Year 2 and Year 6 and also national tests at the ends of Years 3, 4 and 5. However, the real strength lies in the school's day-to-day assessment procedures. Every lesson, in every subject, has clear objectives for the learning that will take place. Shortly after each lesson, its planning sheet is annotated with a note of those pupils who were unable to achieve the objective, together with a note of the area of difficulty, and of those who exceeded it and in what way. This simple procedure minimises the administrative burden on teachers whilst providing worthwhile information. The use of this was seen in lessons in the inspection as teachers targeted specific groups following this clear assessment of the previous day's work. In addition, teaching assistants use the time when the teacher is involved in whole class teaching very well to take notes on the responses of individuals, which would otherwise be lost. The assessment procedures for pupils with special educational needs are also very good. Teachers keep comprehensive records about achievement and these are enhanced by figures from national and optional testing. The information is now better used to discover if these pupils have made sufficient progress and to target future work. Daily assessments of these pupils by both teachers and teaching assistants are regularly analysed to provide even more information. The close

watch kept on the progress of all pupils, regardless of gender, attainment level or special need, together with the very effective use of that information in planning has been a factor in the consistently high standards in Year 2 and the sharply improving test results in Year 6.

36. The procedures for promoting and monitoring good behaviour are very good. The school has developed comprehensive plans for use in circle time where pupils have regular opportunities to develop school and class rules and talk about the impact of their behaviour. Procedures to monitor and promote attendance are good and the school produces regular print outs, which enable it to carry out effective tracking of its pupils.

37. The procedures for monitoring and supporting pupils' personal development are good. The school knows its pupils and their families very well, and is able to provide good support for all pupils in activities both in and out of school.

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

38. The school promotes itself well to parents. The vast majority of parents who responded to the questionnaire or who attended the meeting have very positive views about all aspects of school life. There has been an improvement in this aspect of school life since the last inspection and the key issue concerning information for parents has been fully addressed.

39. A small number of parents regularly support the school in the classrooms, but many more assist on visits into the community or to sports events. The recently expanded Friends Association runs a variety of interesting events such as the Duck Race and the Wine and Wisdom quiz evening. All events are well supported and have recently raised over £2000 for school funds. All the activities undertaken by parents make a positive contribution to school life.

40. The information produced by the school for its parents is now good. Informative newsletters are sent out on a regular half termly basis, and the school makes effective use of the 'satchel' postal system to inform parents of other activities and the topics that their children will be studying each term. Each class sends out a 'Meet the Teacher' leaflet which tells parents what is to be taught that term so that they can better support their children. There are now three evening consultations for parents to attend each year and this is an improvement on the last inspection. Additionally, the school makes regular contributions to the parish magazines and this ensures that the local community is aware of school news. The school is keen to ensure that it is providing the information that its parents want and it has sent out useful questionnaires on such things as the contents of the annual reports on pupils' progress. The quality of annual reports is now improved and they contain useful developmental comments on progress.

41. The parents of pupils with statements of special educational needs are invited to annual reviews and are kept fully informed about the progress of their children. Comprehensive notes are kept that enable the school to gain access to other grants and funding, as it is required. Parents who have concerns about the progress of their children are given time to discuss these, and any action that is taken is carefully recorded for future use.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

42. The school is very well led and managed. The headteacher and staff are well supported by the governing body. The headteacher monitors the work of the school very well, with the effect that teaching and standards have improved. The school uses its resources and grants well. The principles of best value are applied very well in the school.

43. The headteacher and staff share a powerful vision of how a school should be. This is expressed clearly in the school's documents, including the prospectus and school development plan. The school's aims are central to its work and include an explicit aim to strive for high standards for all, with educational inclusion implicit. The aims concerning high expectations and the nurturing of children's spiritual and emotional development are well to the fore in the school's planning of the taught curriculum, for example, in the school's commitment to personal, social and health education through circle time. In a small school such as this, there is limited scope for delegation. Nevertheless, curricular co-ordinators operate effectively within these constraints, although they have yet to be trained in monitoring teaching.

44. The governing body is supportive of the school and discharges its duties effectively through its committee structure. Governors discuss the progress of the school improvement plan, but so far have not been involved enough in its formation, although this is planned to take place in the next cycle. Although governors visit the school, they remain over-reliant on the headteacher and other professionals for their information. However, it is clear from the minutes of meetings that governors are growing into their roles: a number of the current governing body are recent appointments. Because governors only have a role in monitoring and reviewing the school's progress, their role in shaping the school's direction remains at a satisfactory level; nevertheless, they have a good knowledge of the school's strengths and weaknesses.

45. A particular strength of the management of the school is the monitoring and evaluation programme. Many staff are relatively new to the profession, and, like the governing body, they are growing into their monitoring roles. Currently, co-ordinators look at planning and pupils' work, but do not visit lessons. This is a deliberate decision pending training in the techniques of monitoring teaching. The headteacher is already trained and has carried out very high quality monitoring of teaching, with clear targets for improvement set and followed up in subsequent monitoring. This has enabled support to be given where necessary, as well as the sharing of good practice. This is one of the chief reasons that teaching has improved. It also underpins the school's good performance management policy. Outcomes from monitoring feed into the school improvement plan with the effect that the priorities contained within it are entirely appropriate. The recent succession of high standards in tests at the end of Year 2 together with the steep improvement at the end of Year 6 show that the action taken has been very effective. This has been the result of the very good teamwork in the school that contributes to the shared vision. New staff are also supported effectively through this monitoring process.

46. The school improvement plan sets a specific agenda for continuing development and improvement, and provides a clear focus for financial planning. The school gives careful consideration to setting the annual budget in order to sustain developments, and the governors keep a careful eye on funds by regular monitoring at their meetings. They are fully aware of the reasons for the higher than usual carry-forward figure from the previous year and demonstrate a good understanding of best value in their recent decision making

processes for the purchase of the new computer suite. Specific grants are used well. The school currently makes good use of new technology in all aspects of its work. The school office is very well organised and the administrator makes a very effective contribution to the day-to-day life of the school.

47. There is a good match of teachers and support staff to the needs of the curriculum. At the time of the inspection, there were five teachers, including the headteacher and part-time speciality teaching in music and gymnastics. There is a good range of experience and subject-specialism amongst the teaching staff, and all staff, including support staff, are appropriately qualified.

48. The school's accommodation is satisfactory overall, although the area for secure outdoor play for very young pupils is restricted. Also, many rooms are cramped and awkwardly shaped for really effective teaching to take place.

49. Learning resources are satisfactory overall, are often well utilised in lessons and are stored appropriately. The quality and quantity of resources for information and communications technology and for music are good, and resources for all other subject areas are satisfactory.

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

50. This effective school has no areas of significant weakness requiring urgent action. The minor areas below have already been identified by the school and form part of the school improvement plan.

- Ensure that curricular co-ordinators receive the planned training in lesson observation so that they can monitor and evaluate the work in their subject more closely.  
(Paragraphs: 43, 45, 75, 80, 89, 94, 107).
- Ensure that the governing body are involved in the development of the school improvement plan at an early stage, and that those governors who require training to fully take part in this process receive it.  
(Paragraphs: 44).

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

31

Number of discussions with staff, governors, other adults and pupils

25

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
<b>Number</b>	0	7	16	8	0	0	0
<b>percentage</b>	0	23	52	26	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

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	85
Number of full-time pupils known to be eligible for free school meals	N/A	6

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	1
Number of pupils on the school's special educational needs register	N/A	12

#### 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	12
Pupils who left the school other than at the usual time of leaving	10

### Attendance

#### Authorised absence

	%
School data	6.8
National comparative data	5.6

#### Unauthorised absence

	%
School data	0.5
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	<b>Year</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
	2001	4	7	11

<b>National Curriculum Test/Task Results</b>		<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
Numbers of pupils at NC level 2 and above	<b>Boys</b>	3	3	3
	<b>Girls</b>	7	7	7
	<b>Total</b>	10	10	10
percentage of pupils at NC level 2 or above	<b>School</b>	91 (87)	91 (87)	91 (87)
	<b>National</b>	84 (83)	86 (84)	91 (90)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 2 and above	<b>Boys</b>	3	3	3
	<b>Girls</b>	7	7	7
	<b>Total</b>	10	10	10
percentage of pupils at NC level 2 or above	<b>School</b>	91 (87)	91 (87)	91 (87)
	<b>National</b>	85 (84)	89 (88)	89 (88)

*percentages in brackets refer to the year before the latest reporting year.*

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	<b>Year</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
	2001	13	9	22

<b>National Curriculum Test/Task Results</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	<b>Boys</b>	13	13	13
	<b>Girls</b>	8	6	7
	<b>Total</b>	21	19	20
percentage of pupils at NC level 4 or above	<b>School</b>	95 (71)	86 (67)	91 (88)
	<b>National</b>	75 (75)	71 (72)	87 (85)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	<b>Boys</b>	13	13	13
	<b>Girls</b>	8	6	7
	<b>Total</b>	21	19	20
percentage of pupils at NC level 4 or above	<b>School</b>	95 (70)	86 (63)	91 (67)
	<b>National</b>	72 (70)	74 (72)	82 (79)

*percentages in brackets refer to the year before the latest reporting year.*

**Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	85
Any other minority ethnic group	0

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

**Exclusions in the last school year**

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

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

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

Total number of qualified teachers (FTE)	4.98
Number of pupils per qualified teacher	16.3
Average class size	21

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

Total number of education support staff	4
Total aggregate hours worked per week	46

**Qualified teachers and support staff:****Nursery**

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A
Total number of education support staff	N/A
Total aggregate hours worked per week	N/A
Number of pupils per FTE adult	N/A

*FTE means full-time equivalent.*

**Financial information**

Financial year	<b>2000/01</b>
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	£
Total income	249645.00
Total expenditure	237354.00
Expenditure per pupil	2374.00
Balance brought forward from previous year	17250.00
Balance carried forward to next year	29541.00

**Recruitment of teachers**

Number of teachers who left the school during the last two years	1
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)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*



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

### **Questionnaire return rate**

Number of questionnaires sent out  
Number of questionnaires returned

89
32

### **percentage of responses in each category**

	<b>Strongly agree</b>	<b>Tend to agree</b>	<b>Tend to disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>
My child likes school.	58	35	3	0	3
My child is making good progress in school.	59	31	6	0	3
Behaviour in the school is good.	59	41	0	0	0
My child gets the right amount of work to do at home.	45	42	13	0	0
The teaching is good.	59	38	0	0	3
I am kept well informed about how my child is getting on.	53	41	6	0	0
I would feel comfortable about approaching the school with questions or a problem.	66	34	0	0	0
The school expects my child to work hard and achieve his or her best.	55	42	3	0	0
The school works closely with parents.	53	37	7	0	3
The school is well led and managed.	43	50	3	0	3
The school is helping my child become mature and responsible.	59	34	3	0	3
The school provides an interesting range of activities outside lessons.	56	31	0	0	12

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

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

51. Children enter the Reception/Year 1 class in the term after their fourth birthday, and attend school initially for two afternoon sessions per week and then for an increasing amount of time until they attend full-time in the term in which they are five. At the time of inspection, there were five children attending school for two half-day sessions and three attending school full-time in reception.

52. The school undertakes local education authority baseline assessments of basic skills within the first half term of pupils entering the school and again, to assess progress, at the end of the term. This confirms that attainment on entry to the school is broadly average, and due to very good teaching and co-ordination, pupils make very good progress. At the time of inspection, in the first term of the school year, the very small group of full-time pupils were on-line to be above expectations by the time these children enter the National Curriculum.

53. Teaching in the Foundation Stage is very good overall. The very good quality and range of learning opportunities provided and the ongoing assessment of children's progress lead to the children making good progress. Teaching is very well founded on the Early Learning Goals. It is characterised by very good teamwork and liaison between the Foundation Stage co-ordinator, the class teacher and the hard-working and enthusiastic teaching assistants. Together, they plan and resource a good range of well-supported, interesting and challenging activities, indoors and out, model a range of appropriate behaviour and constantly stress the development of speaking and listening, and personal and social skills. The teacher manages pupils very well, has high but realistic expectations of children, and utilises teaching methods that inspire curiosity and learning. The teacher bases lessons on the recommended Early Learning Goals for the Foundation Stage, incorporating information about children's skills gained from the assessment of basic skills undertaken on entry to the class. The Foundation Stage co-ordinator is very well experienced and has a very good understanding of the needs of young children and the requirements of the Early Learning Goals. Teaching assistants work very well together and in co-operation with the class teacher, in supporting the children very well. Provision for pupils with special educational needs is good, with early identification of pupils with specific learning needs. Accommodation is satisfactory with a secure but rather small outdoor area that allows the provision of a range of interesting free choice and adult-led activities indoors and out. The high quality of provision reported at the time of the last inspection has been maintained.

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

54. Attainment in this area is good. Children are confident in their surroundings, moving to their chosen task or activity independently. They demonstrate an understanding of basic rules, taking turns and remembering to put up their hands to answer a question. They are able to concentrate for lengthening periods, sitting quietly and alertly in the classroom and in whole-school assemblies, in introductions to lessons, and when involved in a task. They acknowledge the need for help and seek it appropriately where needed; they recognise feelings of happiness and sadness, for example, in a story about when an item is lost and found. They respond positively and confidently to a range of experiences, forming relationships, taking turns, sharing and co-operating well, and paying an appropriate amount of attention to the task given to them. They become involved in the classroom routines, such as clearing away after activities, and demonstrate care, respect and affection for other children. They develop good relationships with their peers and with adults, taking turns and

sharing appropriately. They approach activities enthusiastically and positively and behave well both within the classrooms and around the school. The Foundation Stage team have developed a very good rapport with the children; they work together very well and organise an interesting and exciting variety of activities with a clear purpose, all of which leads to a high level of confidence and growing independence.

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

55. In this area too, children's attainment is good overall. Children are beginning to understand that words and pictures carry meaning, and are aware that print is read from left to right, and from top to bottom. They are beginning to associate sounds with patterns, words and letters. They recognise initial sounds and rhymes, and enjoy listening to a story, joining in with the rhymes with gusto. They are able to recognise some letters, pointing to simple three-letter words and sounding them out. They enjoy marking and basic writing experiences, using a range of marking implements for drawing, marking, scribbling and writing. They trace over an adult's writing, beginning to form letters correctly and, for example, copying their names under the adult's examples and recognising their own names. They read regularly to the class teacher and other adults. They listen to stories attentively and respond appropriately, sitting still and looking at the story-teller and communicating their likes and dislikes in clear and easily understandable speech. Under the school's 'Reading Together' scheme, parents of very young children take books home regularly and as a result children develop an early understanding, and love, of books. Adults have very good relationships with the children and value and encourage talk, with the result that the children make good progress in their speaking and listening skills. The class teacher has appropriately high expectations, very good classroom management skills and a very good rapport with the pupils leading to a high level of motivation and very good quality learning.

### **Mathematical development**

56. Children's attainment is already above average for their age. They are able to count from one to five and are beginning to recognise the numerals and sequence these correctly. They use simple mathematical language when shopping in the class shop, buying articles at 1p each, collecting fruits in a shopping basket and, with help, adding up their shopping bill. Children are beginning to use their developing mathematical understanding to solve real-life practical problems, and recognise and confidently use the sequence of numbers one to ten. Teaching of mathematical development is very good. The teacher plans activities very well and the quality of support from teaching assistants is good. The activities are matched appropriately to individuals' abilities and a good pace is maintained throughout the lessons. Planning adheres closely to the National Numeracy Strategy programme of study and, as the year progresses, higher-ability pupils are provided with suitably challenging activities from the Year 1 programme of study.

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

57. In this area of learning, children's attainment is good. They talk readily to adults and other children about day-to-day life and about events important to them. They select appropriate materials and develop building, constructing and joining skills through such activities as model building with large construction kits, working with Playdough and sticking and gluing. Children working at the class computer approach it confidently. Pupils develop a good understanding of other cultures and beliefs, for example, participating enthusiastically in the class project on North American Indians. They indulge in role-play activities with enthusiasm - two children in American Indian costumes with feather headdresses brandished a 'prayer dolly' and explained that this helps them to kill buffalo for clothes. They explained that, "We're pretending to be Native American Indians" but reassured the visitor that

they're not really and resumed playing in the class tepee, apologising because only two are allowed in the tepee at one time! Teaching was very good in these lessons, and a very interesting and well-supported range of activities is provided that moves children on with their understanding. The class teacher and supporting staff have a very good rapport with the children; they work very well together as a team and they resource lessons well.

### **Physical development**

58. Children's physical development is above expectations for their age. A range of role-play activities and indoor and outdoor activities with large play equipment is provided. In an activity based on the story 'We're going on a bear hunt' in the school hall, children demonstrated a good awareness of their own bodies and control of their own and others' space and responded to the activities with enthusiasm, imagination and confidence. They warmed-up appropriately, demonstrating good levels of co-ordination as they interpreted the poem and the accompanying, well chosen, music, using facial expressions and high leg pulls when 'squelching through the mud', for example. Children's attitudes and self-discipline in this lesson were very good. Teaching in the area of physical development is very good; the teacher demonstrates very good management skills, organises resources very well, plans lessons well, with specific learning targets for each lesson and moves the lesson along at a good pace with an appropriate blend of praise and direction.

### **Creative development**

59. Children's attainment in this area of learning is good. Children enjoy role-play in the class kitchen and tepee, as well as imaginative games. They join in with simple songs and respond to the moods and tempo of the music. Children use their voices expressively, singing with enthusiasm. They are given opportunities to work with a wide range of media and materials and produce artwork of a good standard, as, for example, when putting happy or sad faces on prepared outlines, colouring within the outlines accurately. Teaching in this area of learning is good; creative activities are included in a well-organised range of activities, with all resources readily at hand and available for the children to use.

## **ENGLISH**

60. The standards of the pupils in the present Year 2 are above average. In general terms this has been reflected in the national tests for seven-year-olds that have shown an improving trend over the last three years. In the 2001 reading tests, pupils attained well above average standards when compared to all schools and very high standards when compared to similar schools. Results have fluctuated since 1998, but have always been at least above average. A larger proportion of pupils than might be expected nationally achieved the higher Level 3 this year. Boys and girls performed equally well against their own gender although more girls achieved higher standards. In writing, there were similar levels, although the trend was not as strong. The number of pupils achieving the higher Level 3 was in line with those nationally, whilst the number achieving the expected Level 2 was higher than that nationally. Pupils in the present Year 2, whilst being small in number, are confident speakers, good listeners, are able to read well and write extended pieces with some confidence.

61. Pupils in Year 6 also have standards that are above average. In the 2001 tests the Year 6 pupils achieved better than average results, both when compared to all schools and only to schools of a similar type. The results have shown considerable improvement since 1999 when pupils achieved standards that were below average. This improvement is due to the heavy focus that has been placed on improving progress in reading and writing, and to the introduction and evaluation of the National Literacy Strategy. The school has been able to collect a much clearer set of statistics about progress from improved assessment information, and work is now more closely targeted to specific individual and group need. This information has also been used to evaluate the progress of boys and girls and those with higher and lower ability.

62. Pupils' speaking and listening skills throughout the school are good. The majority are able to express their ideas clearly, and to listen to the contribution of others. In a very good Year 2/3 lesson, the pupils were studying the ingredients for a recipe. During the discussion period, pupils helped the teacher to draw up a list. They were keen and eager to be involved, and even the younger ones were able to talk about 'bossy' words as the teacher had called them. The child-friendly language was a way of developing the understanding of verbs and the majority of pupils could pick these out easily. In a Year 4/5 music lesson, the pupils used a wide range of vocabulary to describe a piece of high tempo classical music. The ideas they expressed were well considered and helped paint a picture of the mood with such words as 'fearful', 'dark' and 'gloomy'.

63. Pupils throughout the school read well. Younger children are beginning to learn the way that books reflect specific types of language and to use their phonic understanding to sound out difficult words. Pupils in Years 1 and 2 are using different ways to read words, such as using the context of the sentence or looking at pictures. They are quickly assimilating a good reading vocabulary. Teachers hear pupils read regularly and this ensures that good progress is being made. They help this process by setting regular spellings and correcting work allowing the pupils to practise them. Older pupils have few difficulties in reading the texts that they are given. They can talk knowledgeably about different authors and the styles that they use. In a discussion with three Year 6 pupils, an involved talk took place about why some pupils enjoyed reading horror books whilst others liked adventure stories. Pupils in the juniors have a wide vocabulary that they understand, and can describe characters in the story that they are reading in groups.

64. The good skills in reading are reflected in the high quality written work. Good progress is made because teachers encourage pupils to learn about different ways of writing. During the inspection pupils were learning about writing lists, how to use bullet points and the differences between reported texts in newspapers. The Year 5/6 class were comparing the different styles of daily newspapers when writing about a football match. They could explain how they were written for different audiences and from different perspectives. They showed good insight when talking about how a local newspaper might favour one side over another. In the work completed this term pupils of all levels of ability showed distinct progress in presentation, style and maturity. Even those with somewhat lower ability were able to work only marginally below the level expected for their age. Pupils throughout the school have improved style in handwriting due, in part, to the introduction of a commercial scheme.

65. The progress of all pupils is good because the quality of teaching has improved; this is also now good throughout the school. During the inspection the quality of teaching and learning in lessons ranged from good to very good. In the best of these the teacher had clear planning linked both to the National Literacy Strategy and to the National Curriculum. The methods employed during the lesson were very suitable for the age of the pupils and there was a clear indication about what was to be learnt. The way that this was put to the class had been carefully considered so that they could understand it. When all these points were

present, the pupils showed great enthusiasm for learning, concentrated hard and completed what was asked of them. Pupils are given targets to achieve and this helps them take responsibility for their own learning.

66. All teachers plan each lesson very carefully in consultation with other staff. They ensure that teaching assistants are fully briefed and ask for feedback from each group. Evaluations are made of how successful this has been and the information gathered, along with other assessments of pupils' performance, are used to develop following lessons. Computers are used to draft and plan work and to prepare presentations. In addition, pupils are encouraged to read information on screen and to take notes that can be used. This term many pupils have been writing plays. The structure of the pieces has been good. There is a clear start, middle and end and the dialogue is thoughtful. Pupils are able, from the work that has gone on in group discussions, to use punctuation marks, and the youngest pupils write sentences carefully using accepted punctuation. The conscientious marking helps refine these techniques so that by Year 6 there are few mistakes in their application. At this time more attention can then be given to the content of the writing, to make it perhaps more exciting or to ensure that it grabs the attention of the reader.

67. Pupils with special educational needs make good progress against their own individual ability. The individual education plans referring to literacy targets show how to make progress in small steps and how these will move on when they have been achieved. Some of the pupils who have been given additional help in previous years have now moved on sufficiently well so that they no longer need this additional help.

68. Literacy is used well in other subjects. Extended pieces of writing are common in geography, history and science and the skills learnt in literacy lessons are used to produce results and analyses of investigations and experimentation.

69. The headteacher provides an experienced and knowledgeable lead to the subject. She has monitored the teaching of the literacy hour and has made astute observations about its effectiveness. This has helped hone teachers' skills and to focus attention on raising standards. In the light of the improvement in the subject, this has been very successful. More resources have been provided since the last inspection and the library has been completely refurbished. This now provides an attractive and welcoming environment for pupils to work in. There are sufficient books to provide for fiction and non-fiction but more are on order to enhance the provision.

## **MATHEMATICS**

70. Standards are rising in mathematics because of improved teaching and learning based on the methods of the National Numeracy Strategy.

71. In the 2001 National Curriculum tests for pupils at the end of Year 2, standards in mathematics were well above average overall. This is because good numbers of pupils achieved the higher levels in the tests. If the school is compared only to those with a similar intake, then the standards are still above average. There has been no secure trend over the last few years, but standards have been consistently better than average since 1997 except in 1998. In the tests for pupils at the end of Year 6, standards were above average when compared both to all schools nationally and to schools with a similar intake. With the small groups within the school, attainment fluctuates year-on-year; nevertheless, the overall trend in recent mathematics test results for Year 6 has been steadily upwards from a position below the national averages in 1997.

72. Inspection evidence confirms the view suggested by these latest test results. Standards throughout the school were found to be above those that would normally be expected. When pupils' average attainment on entry to the school is considered, then the standards at the end of Year 2 clearly indicate good achievement, that is, Jacobstow pupils do better here than they would at most schools. Achievement in Years 3 to 6 would appear to be only so-so when the above average standards at the end of Year 6 are compared to the well-above-average standards at the end of Year 2. However, this comparison is too simplistic. The school has recently introduced the methods of the National Numeracy Strategy and has focused on aspects of mathematics teaching and learning for improvement. These improvements are now clear at the end of Year 2, but are still working their way through the system to Year 6. Nevertheless, the recent improving trend, together with the progress pupils made throughout Years 3 to 6, and the levels of challenge observed in lessons show that achievement in Years 3 to 6 is also good. In lessons, pupils in Year 2 were able to solve multiplication problems with equipment using repeated addition, and could show times on a clock face in response to the teacher's instructions. In Year 6, pupils can unravel problems set in words and solve them efficiently. For example, using their previous knowledge about measures of time, pupils were quickly able to calculate how many seconds are in an hour, and use all four rules of number to solve other problems, including the standard pencil-and-paper method of short division. However, their tables knowledge is relatively weak, a consequence of the fact they have had less time being taught using the principles of the National Numeracy Strategy with its emphasis on such skills.

73. The teaching of mathematics is good. Five lessons were observed. Teaching was judged to be satisfactory in one, good in three and very good in one. These observations, considered alongside the evidence gleaned from the analysis of completed work, confirm the judgment that teaching is good. This leads to good learning throughout the school and is one of the reasons that standards are improving. In the best lessons, rapid pace and accurately pitched work, even in mixed age classes, mean that discipline can be invisible and pupils respond well. They work hard at tasks, helping each other and showing great consideration for others' feelings. Very noticeable were the very high quality of the relationships in classes between the teachers and pupils and between pupils themselves. This is a major factor in the motivation pupils have as they strive to do well in order to please their teacher. This generates a very workmanlike atmosphere. Teachers plan well for the different groups in lessons so that all pupils work on the same theme but have tasks closely matched to their needs. This means that all, regardless of gender, special need, age or ability, are involved in the lesson and all learn well. This was seen in a lesson covering three age groups. All worked on time problems in the opening session, but the teacher carefully graded the questions she asked of each age group. Afterwards, all were working on multiplication, but the most able used more tables and facts than their average peers. The youngest used equipment to help them.

74. However, some opportunities are lost in lessons to use pupils' own thoughts and methods in favour of direct teaching. This happened in lessons when pupils were learning how to solve problems given in words. The teachers gave examples and talked through a four-point plan for tackling them. However, some pupils were able to give the numeric answer quickly, and teachers missed the opportunity to ask, 'How did you do that?' and so build the method from there. This tended to make the pace steadier, and was typically the chief reason why a lesson was judged to have good teaching rather than very good.

75. The provision for the subject has improved significantly since the last inspection and this has led to the better standards reported here. The factors that have led to this improvement include the implementation of the National Numeracy Strategy and very good monitoring and evaluation of the school's work in mathematics. Most of this monitoring has been completed by the headteacher, particularly in terms of classroom observations, for

which the co-ordinator awaits training. However, the co-ordinator monitors planning and completed work as well as assessment results. The evaluation of the outcomes of this monitoring has been very well used in target setting and has resulted in, for example, a whole school focus on the match of tasks to individual's needs, which is now improved. Currently, the use of information and communications technology in the subject is limited. However, the recently opened computer suite is a good resource that will assist in overcoming this. Overall, leadership of the subject is good.

## SCIENCE

76. Evidence from lesson observations, a detailed analysis of pupils' work and discussions with pupils and staff, show that attainment in science is above national expectations overall at the end of Year 2 and equivalent to national expectations at the end of Year 6. Pupils make good progress in science in Years 1 and 2, and have made satisfactory progress in Years 3 to 6. A scrutiny of work produced during the current school year indicates that pupils undertake a good range of appropriate science activities covering all attainment targets, studying life processes and living things and materials and physical processes. From the start, pupils are expected to use simple apparatus and equipment correctly, ask questions about their science work and use focused exploration and investigation to acquire knowledge, skills and understanding. This constitutes an improvement in standards in the infants compared with the findings of the previous inspection. It is not possible to make secure comparisons between one year's test results and the next with such very small groups. However, attainment in the latest National Curriculum tests at the end of Year 6 was satisfactory overall in the number of pupils attaining the expected Level 4, but below average in the number of pupils attaining the higher Level 5. Provision for Experimental and Investigative Science is good throughout the school and this new emphasis on investigative science is beginning to have a positive effect on the level of attainment in the junior department.

77. Year 1 pupils undertaking a topic on sorting and using materials are able to identify properties of materials, for example, different types of paper, by criteria such as 'rough' and 'smooth', and some can devise their own criteria. They are employing first-hand experience and basic information sources to provide answers to questions and communicating their findings in words and in drawings. Year 3 pupils studying light are making observations and comparing observed objects and events, identifying different light sources and understanding that darkness and shadows are due to the absence of light. They are, with some assistance, carrying out tests, recording their observations and using simple equipment. Year 6 pupils know that sugar and salt are soluble, that 'evaporation is when a liquid turns to gas' and that 'if you put too much of a solid into a liquid not all of it will dissolve'. They know that a filter will separate solids from a solution, that particles of different size can be separated by sieving and that some solids will dissolve in water to produce solutions and others will not. They make predictions, select and use the appropriate equipment and record their findings.

78. The quality of learning was very good in the infant lesson observed and was good in all lessons observed in the juniors. In these lessons, pupils made clear progress due to the very good relationships, the good classroom management and subject knowledge of the teacher and the high level of motivation that these generated. Pupils with special educational needs are supported well and make good progress overall in their science



+lessons. Pupils' attitudes and behaviour were very good overall at both key stages. Pupils show great interest in the activities, and are very keen to answer the teacher's questions, replying with enthusiasm and confidence and working quietly and conscientiously, clearly enjoying their science lessons.

79. The quality of teaching in the one lesson observed in the infants was very good. In the juniors, teaching was good in both lessons seen. Teachers give clear explanations and are confident in their subject knowledge. They motivate pupils well, maintain a brisk pace throughout the lesson, and have a very good rapport with their pupils and appropriately high expectations of work and behaviour. Teachers use questioning well to probe and direct pupils' learning, and in the best lessons they make very good use of scientific vocabulary, and motivate pupils well so that very good progress is made.

80. The school has successfully adopted the government-recommended scheme of work for the subject. Teachers received a considerable amount of training in the previous school year on implementing the investigative and experimental attainment targets for science, and the success of this was evident in the work planned during the inspection and seen recorded in pupils' books. Resources for the subject are satisfactory and utilised well. The co-ordinator for the subject has undertaken co-ordinator training and has analysed National test papers, identifying data handling as an area of relative weakness. Although, at the time of inspection the co-ordinator had not had the opportunity to monitor teaching in the subject, this is planned for the near future following training for the role.

## **GEOGRAPHY**

81. Two geography lessons, both in the juniors, were observed during the inspection. A scrutiny of pupils' work in topic books and on display around the school, photographic evidence provided by the school, and discussions with pupils combine to show that pupils' attainment in geography is in line with the expectations of the National Curriculum at the end of Year 6. However, there was insufficient evidence to make a secure judgement on attainment at the end of Year 2 or overall progress throughout the school.

82. In Years 1 and 2, pupils have been following the travels of Barnaby Bear and planning a suitcase of items for a hot or cold climate. In the junior department, Year 3 pupils following-up an investigation into islands are making use of plans and maps at various scales and are asking and answering questions about places using their observations. They know the mnemonic 'Never Eat Shredded Wheat' to help them remember the points of the compass and, in good links to the information and communication technology curriculum, are planning a route for a simple robot. They are transferring information from a drawing to the two-dimensional floor map, using NSEW instead of the usual 'forward, backward, left, right' instructions to program the robot. Pupils in Year 6 are using information and communication technology to sort and query census information, employing the technology to assist their geographical investigations into population growth. They are collecting and recording evidence and drawing conclusions and making use of information sources.

83. The quality of teaching in the geography lessons seen ranged from good to satisfactory and was good overall. Teachers demonstrate good subject knowledge, and interest and motivate the pupils well. Questioning was used very well, allowing pupils to put forward their own ideas but not allowing this to deflect from the learning intentions for the lesson. Pupils with special educational needs are well supported in geography lessons. The quality of learning was good overall and pupils' attitudes and behaviour were good. Most pupils enjoy their geography lessons and ask and answer questions enthusiastically.

84. The school has adopted the government-recommended scheme of work for geography, with some amendments to suit the school. This ensures clear progress in the skills and knowledge of the subject as pupils move from year to year and provides guidance to teachers on appropriate expectations for pupils of different ability. The subject is soundly led by the co-ordinator. There is a satisfactory range of resources for the subject.

## **HISTORY**

85. Standards are in line with the national expectation by the end of both Year 2 and Year 6. Few lessons were seen in history during the inspection because topics are divided into a series of blocked times and these happen at different times of the year. However, from interviews with pupils, a scrutiny of planning and from the scrutiny of work it is clear that pupils gain a balanced programme of experiences during each year. Suitable progress has been made since the last inspection.

86. Pupils in Years 1 and 2 have an understanding of time as it relates to their own experiences. In discussion, they can talk about how life was different in the time of their grandparents, and they have a basic understanding about what has changed. They have a limited knowledge about their own environment but can talk more knowledgeably about how their school has changed.

87. Older pupils in Years 3 to 6 progress suitably. Those in Years 4 and 5 were seen learning about the Vikings. Good links were made in this lesson to information and communications technology. Firstly, pupils researched a CD encyclopaedia to find out about longboats and then went back to their room to draw out and describe what they had found. These pupils could explain why the boats were used and why they were designed in a particular way. They had good knowledge about the way that the Vikings lived and showed excitement about some of the more interesting effects of life in this time. The oldest pupils in Year 6 could talk in some detail about the Victorians and could make simple assertions about the differences in this era to that of the Elizabethan time. This is at a level that might be expected. However, they had more difficulty in explaining intricacies of travel and lifestyle and did not understand how this affected people's lives. Were they able to do this, then they would be achieving a level that above that expected.

88. Progress in learning through all years and for all abilities, including those with special educational needs, is suitable because teachers plan lessons well. They have sufficient subject knowledge to fulfil the needs of pupils and provide a range of balanced opportunities that help develop skills and understanding. They have suitable expectations about what can be achieved by individuals and use the available time well. As history topics are conducted in blocks throughout the year and over a two-year cycle, teachers use opportunities in other subjects to allow pupils to have some experience during periods of other work. In a Year 2/3 class, for example, the display makes specific reference to the way that studying the local history of the area will help in the geographical study that is taking place this half term.

89. All areas of the curriculum are covered in sufficient depth and the co-ordinator has checked the planning within each class to ensure that lessons develop skills progressively each year. No monitoring of teaching has taken place yet but the co-ordinator is about to receive training in how this can be best achieved. The whole subject is to be reviewed during next year as part of the school improvement plan. Resources for the subject are adequate and are enhanced by the use of project loan equipment. The school also undertakes a small range of visits although these have been partially curtailed due to the foot and mouth restrictions.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

90. Because of timetabling restrictions, it was only possible to observe two lessons devoted to information and communication technology, one for the reception and Year 1 class, and the other for Years 2, 3 and 4. Judgements are based on this limited sample as well as on observations of the use of the technology to support learning in other subjects, and formal and informal discussions with staff and pupils, especially those in Year 6.

91. At the time of the last inspection, progress was limited especially in the area of controlling external events. Nevertheless, pupils reached the expected standards in the use of computers, though not in other areas of capability. This led to a key issue in which the school was required to meet the expectations of the National Curriculum fully in this area. The school has made sound progress on this issue, which has recently accelerated. This follows the provision within the school of a new suite of networked computers. However, staff still await full training in all aspects of its use and this was evident in the lessons observed which took place there.

92. Pupils in Year 6 are now attaining the expected levels in this subject in all aspects of the subject, but few exceed them. They are now using remote sensors, for example, in experiments about the variation of temperature in science. They have also used desktop publishing packages to produce newsletters and used computers to control model traffic lights. Pupils in Year 2 understand how to open programs and control computers using the mouse and keyboard.

93. Of the lessons observed, the teaching in one was judged satisfactory and in the other, good. Both lessons showed clear progression in the learning of skills and teachers' movement around the room ensured that problems were dealt with suitably. However, in both lessons, teachers' and pupils' lack of experience in the suite caused the pace to be steady rather than brisk, with minor problems causing lengthy delays for some pairs. Nevertheless, the quality of relationships was such as to engender a positive atmosphere, with pupils happily taking turns for the most part. The teachers successfully created an atmosphere of quiet concentration, which was only disturbed by the sound of keyboards or of pupils who had inadvertently 'clicked' the wrong icon. In each lesson, levels of challenge for all groups, including those with special educational needs, were appropriate.

94. The co-ordinator leads the subject effectively overall. The school uses a national exemplar scheme of work with modifications for its own situation. Good examples of the use of information and communication technology to support other subjects were seen in geography and history lessons. A new system of assessment is ready to be trialled in the school, though this has not happened yet. The co-ordinator works alongside staff in planning and in some lessons, but she has not yet had the opportunity directly to observe teaching.

## **MUSIC**

95. Standards are in line with those expected nationally by the end of Year 2 and at the end of Year 6. Particular strengths include the good quality singing throughout the school and the number of pupils offered the opportunity of learning to play musical instruments. There has been good improvement since the last inspection especially for those pupils in Years 3 to 6, because the quality of teaching has improved. The school benefits from the specialist music teaching that takes place in all classes on a regular basis.

96. Younger pupils make good progress because the quality of teaching is good. Children are able to sing tunefully and play a variety of untuned percussion. At the start of lessons, the

teacher is mindful that voices have to be warmed up, and he uses a number of different fun exercises to develop this. As a consequence, the pupils enjoy singing very high and low, quietly and softly. They are aware when this causes them to sing out of tune and take action to remedy it. Pupils in Year 2 can tap out a tune in rhythm as would be expected for their age but have much more difficulty when asked to syncopate this using an 'off beat'. This would be at a level above that expected. These younger pupils are given the opportunity to listen to a variety of different types of music and when asked for their opinions are very expressive about the mood and feelings that it produces. Year 2 pupils are able to 'catch' a rhythm and repeat it in small and large groups. In the lesson seen, pupils were asked to tap out a rhythm to represent an animal moving, use words to describe it and to match this with a suitable movement. The quality of the finished pieces was good and showed that the pupils had taken good account of the need to interpret music. They concentrated well, showed good levels of enthusiasm, and were keen to undertake the work set.

97. Older pupils in Years 3 to 6 also make good progress. The specialist music teacher has written a number of pieces that are being prepared ready for a performance. The compositions are quite difficult but the pupils work hard and the quality of singing reflects the progress that they are making. They have the chance to perform individually and when this happens the other pupils show high levels of respect for the singer. All pupils in Year 3 learn the recorder and a large number of pupils across the school also have musical tuition on a variety of instruments. This is helping to develop their musical ability and their understanding of notation.

98. Teaching overall is good. Work is well planned and linked to the national guidelines. There is a balance between performance, listening and practice. Lessons move at a good pace and consequently pupils do not have time to get bored. They are expected to concentrate on what they are doing and to produce their best. The combination of good opportunities offered through the wide variety of tuition, good teaching and a comprehensive curriculum, are the reasons why pupils' progress has improved. Assemblies provide a further opportunity to develop musical prowess. There is a school hymn that is sung with gusto and helps develop a sense of community.

99. The headteacher is also the co-ordinator. She is responsible for the administrative detail such as designing the policy and developing the curriculum; the outside specialist is responsible for the day-to-day development of the subject. This team works well together. There is a good range of resources and the school benefits from having a dedicated and soundproofed practice room, which is well used. However, no opportunities were observed of the use of information and communication technology to support teaching and learning. In addition to normal music lessons, the school takes performances out to the four local parishes and this enables all parents to have an opportunity to see how well their children are doing. The subject helps widen the range of work that the school offers.

## **PHYSICAL EDUCATION**

100. Pupils attain standards that are at least in line with the national expectation by the end of both Year 2 and Year 6. Their abilities in physical activities show good progress through the school, as the opportunities offered and the good quality of teaching ensures this happens. All pupils, including those with special educational needs, benefit from a specialist gymnastic teacher, regular swimming lessons with a specialist and a good range of extra-curricular clubs through the year. There has been a good improvement since the last inspection.

101. Younger pupils in Years 1 and 2 were seen enjoying a dance lesson about 'Going on a Bear Hunt'. The teacher had particular skill in teaching dance and was able to motivate the class highly from her enthusiasm and ability. Resources were well prepared and contributed to the fast pace of the lesson. Pupils showed good understanding of the movement they were expected to make, and combined this with some good facial and body expression to represent happiness and fear. By the end of the lesson, pupils had built a sequence of movements that developed the story.

102. Older pupils in Years 3 to 6 have good gymnastic skills. Girls are generally more supple than the boys although all are able to perform movements such as forward rolls. As lessons progress, all the pupils show an improvement in their skill because of the good interaction that takes place with the specialist teacher. Resources are ready and easily accessible, and pupils have a good understanding of the related health and safety issues. They carry mats carefully and wait for each other to finish on their apparatus. Pupils have been involved in sponsored activities to help provide more equipment. Final performances are of good quality and pupils help each other to improve.

103. The curriculum for physical education is well conceived using the new national guidelines. There is an appropriate balance between different aspects, and the school has worked hard to ensure that any areas not easily available are provided for from outside institutions. Last year, due to the restrictions imposed by the foot and mouth outbreak, it was difficult to ensure that pupils were able to experience any form of adventurous activity as required by the National Curriculum. As a consequence, the school organised a very successful and enjoyable orienteering day that involved the whole school and gave pupils the chance to work collaboratively. The school provides a range of competitive sports with other schools that include football, netball and rounders. However, there are few opportunities to use information and communication technology to support teaching and learning.

## **ART AND DESIGN, DESIGN AND TECHNOLOGY AND RELIGIOUS EDUCATION**

104. In the subjects of design and technology (DT), and religious education (RE), it was not possible to observe any lessons, and only one lesson could be observed in art and design. As a result, secure judgements about the quality of teaching and learning cannot be made. Nevertheless, some judgements can be made following discussions with staff and pupils and analyses of completed work.

105. An analysis of work completed and on display confirms that pupils have covered the locally agreed syllabus in RE satisfactorily, as well as the National Curriculum requirements in art and design and DT. The standards observed were entirely appropriate for their age. In Year 2, pupils have looked at 'Special World, Special Stories' and have recounted the stories of Cain and Abel, Noah and the Flood, and Rama and Sita in RE, and have produced detailed plans about what they will produce in DT. These indicate standards in line with expectations in all three subjects. In Year 6, pupils have considered how different religions are similar,

comparing the ceremonies of Judaism and Sikhism in RE, whilst in DT they have produced annotated drawings of instruments preparatory to designing their own. Pupils in Years 3 to 6 all have a sketchbook that contains, at the beginning of the school year, charcoal and pencil observational drawings of a satisfactory standard. Again, standards in all three subjects are as expected at the end of Year 6.

106. In the art and design lesson observed, both teaching and learning were very good. Year 1 pupils were, with help, making 'Prayer Dollies', winding wool, feathers and beads on to twigs in the style of North American Indians and making 'False Faces' (masks) adding hair using wool and glue and colouring in a tepee template with traditional designs. In the analysis of workbooks in DT, there were some very clear and analytical annotations of pupils' work, with good examples of diagnostic marking. This was seen especially in the books of pupils in Years 2, 3 and 4, but it was not consistent across the school. However, there was good evidence of different age groups being challenged at the right levels, even though completing the same task, as was seen in pupils' accounts of the making of monsters that operated pneumatically.

107. All three subjects have policies and schemes of work in place to support learning in mixed age classes. The considerable personal and social component of the whole curriculum in topics such as caring, truth, honesty, respect, responsibility and relationships is also taught very effectively in the weekly circle time activities, and this provision contributes substantially to the RE curriculum. The art and design curriculum is enhanced by a range of visiting artists who work with the pupils making pots, building 'natural' sculptures and demonstrating how they illustrate books. The use of information and communication technology to support teaching and learning in these subjects is at an early stage of development. Co-ordination of all three subjects is enthusiastic and effective, although monitoring observations of teaching are yet to take place.