

## INSPECTION REPORT

### LAMERTON CE VC PRIMARY SCHOOL

Lamerton, Tavistock

LEA area: Devon

Unique reference number: 113411

Headteacher: Mrs A Mitchell

Reporting inspector: Mrs H Bonser  
22870

Dates of inspection: April 22<sup>nd</sup> – 23<sup>rd</sup> 2002

Inspection number: 195764

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Lamerton Tavistock Devon
Postcode:	PL19 8RJ
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr D Evans
Date of previous inspection:	June 30 <sup>th</sup> – July 2 <sup>nd</sup> 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Lamerton Church of England Primary School is a voluntary controlled school that draws most its pupils from the rural village in which it is situated and from neighbouring hamlets. The school is much smaller than average in size, with 30 boys and girls from 4 to 11 years of age. At present, there are 3 children in their reception year. Pupils' attainments on entry to the school are broadly average. Almost half of the pupils are on the register for special educational needs, as a result of learning difficulties. This is well above the national average. Several of these pupils have joined recently from other schools. At present, none have statements of special educational need, which is below average. Pupils come from a variety of backgrounds. The percentage of those known to be eligible for free school meals has fallen this year to just above average. No pupils speak English as their second language and very few pupils come from ethnic minorities. The present headteacher was appointed permanently in March, after joining the school to act in that capacity in January.

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

Lamerton Primary School is a good school with many strengths. Standards in English, mathematics and science have risen steadily to above average overall since the last inspection because the quality of teaching is good. All pupils now achieve well by the time they leave the school at the end of Year 6. Pupils behave very well and are keen to learn. The headteacher, governors and staff work together very well as a team to improve standards for all pupils and are fully committed to continuing this. The school provides sound value for money.

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

- Standards have improved in English, mathematics and science since the last inspection and pupils now achieve well overall because teachers give them challenging work that is matched very well to their individual needs.
- Standards in information and communication technology are above average because pupils are taught well and given good opportunities to practise and extend their skills.
- The school promotes very good relationships and provides an interesting curriculum, successfully encouraging pupils to behave and get on together very well, to act responsibly and to work hard.
- The headteacher, governors and staff work together very effectively as a team, and in close partnership with parents, to improve standards in all aspects of school life.

#### **What could be improved**

- Continue to improve pupils' writing skills, which are not yet as good as those in reading.
- Provision for some aspects of physical education is limited because of the lack of suitable indoor accommodation and this reduces pupils' opportunities to develop their skills fully.

*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 July 1997. It has responded well in tackling the weaknesses noted at that time, as well as making other good improvements. As a result, standards have improved steadily in English, mathematics and science. The improvements in English and mathematics have been helped by the effective implementation of the national literacy and numeracy strategies, which have been adapted well for the mixed age classes. Standards in information and communication technology have been transformed from a weakness into a strength of the school. A well-focused programme of staff training and a considerable increase in resources have helped to bring these improvements about. There have been further improvements in the good quality of teaching and very good improvements in assessment procedures and in the way that teachers use the information to support learning. This helps pupils of all levels of attainment to do well, compared to the satisfactory progress described in the last report. There have been good improvements in the learning opportunities and in the school buildings and playground, contributing to the positive attitudes of the pupils. There is a strong, shared commitment in the school to continue to raise standards and the quality of teaching and learning. The school is well placed to make further improvements.

## STANDARDS

The very small number of pupils in each year group means that considerable fluctuations can occur from year to year in the school's performance in the national tests. This can give an unreliable picture of improvements in standards. Consequently, the requirement to report pupils' attainment in comparison with all schools nationally and with similar schools is lifted.

A comparison was made of the test results of individual pupils from the time they start school, at the end of Year 2 and again at the end of Year 6. What is clear from this, is that nearly all pupils, whatever their level of attainment, achieve well in English, mathematics and science as they move through the school, in relation to their individual starting points.

Standards on entry to the school are broadly average, although there are relatively fewer higher attaining pupils. Lesson observations and scrutiny of pupils' work show that standards are average overall by the time children complete their reception year and they achieve satisfactorily. At the end of Year 2, standards are above average in reading, mathematics and science, but slightly below average in writing.

Standards at the end of Year 6, this year, are below average in English and mathematics and average in science. This is because 56 per cent of the pupils in this particular year group are on the register for special educational needs, with several of these having joined the school in the last year. This also means that the school is unlikely to meet the original targets set for this year group. It is not representative of overall standards, which have risen steadily and more quickly than the national trend since the last inspection and are above average. For example, all of the Year 6 pupils who have attended the school since Year 2 or before are in line to reach the expected level 4 by the end of the year in all three subjects. An above average number of them are likely to reach the higher level 5 in mathematics and science. These standards are reflected in other year groups. Standards in information and communication technology are also above average. This is a very good improvement since the last inspection, when they were below average. Standards in writing are not as high as they are in reading and the school has identified this as an area for continuing development this year.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good; pupils enjoy coming to school; they are eager to learn and work hard.
Behaviour, in and out of classrooms	Very good throughout the school, both in lessons and at play. No exclusions.
Personal development and relationships	Very good; pupils use their initiative and act responsibly. They get on very well together and with all the adults in school.
Attendance	Above the national average.

The way in which pupils work and play together, help each other and respect the ideas and efforts of others, whatever their age or level of need is a particular strength of the school. All adults in the school provide very good role models for them.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	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 overall quality of teaching is good and has improved further since the last inspection. It was good or better in nine-tenths of the lessons seen. It was very good in a third of them. No unsatisfactory teaching was seen. As a result, pupils learn well in many lessons. This has contributed to improvements in standards and in the achievements of pupils of all levels of attainment. Literacy and numeracy are taught well across the school. Examples of very good teaching were seen in science and information and communication technology. As a result, pupils were engrossed in their learning and made rapid progress during the lessons. Children in their reception year do not have enough opportunities for learning through play, although this is now being addressed through the school development plan.

The school now meets the needs of all other girls and boys well, including higher attaining pupils and those with special educational needs. In well-taught lessons across the school, teachers use their detailed assessments of pupils very well to plan work thoroughly. They take good account of pupils' differing ages and levels of attainment as well as their responses in previous lessons. They use skilful questioning to involve all pupils and use a good variety of methods and resources to give pupils well-matched, challenging and interesting activities. As a result, pupils concentrate well, work hard and achieve well.

#### **OTHER ASPECTS OF THE SCHOOL**

Aspect	Comment
The quality and range of the curriculum	Good overall; an increasingly wide range of visits and visitors and very good links with other small schools and the local community enrich the curriculum.
Provision for pupils with special educational needs	Good; pupils have clear achievable targets and are supported very well.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall; good for spiritual and cultural development; very good for moral and social development; this contributes significantly to pupils' positive attitudes and responsible, caring behaviour.
How well the school cares for its pupils	Very well; very good assessment procedures; all staff know pupils very well and use this knowledge effectively to provide very good personal and academic support.

A strong and evident emphasis on valuing each individual pupil and on promoting their self-esteem and confidence contributes very well to their personal development. The physical education curriculum does not meet statutory requirements fully because there is no provision for dance in Years 3 to 6, due to a lack of suitable accommodation.

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



Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall; good leadership by the headteacher, supported by very good teamwork between all staff.
How well the governors fulfil their responsibilities	Good; the governors take an active and well-informed part in the management of the school.
The school's evaluation of its performance	Good; strengths and weaknesses are analysed carefully and effective action is taken.
The strategic use of resources	Available money is used well to support priorities on the school development plan.

Particular strengths of the school are the very good relationships and teamwork between the headteacher, staff and governors, the very good partnership with parents and the shared commitment and enthusiasm to continue to move the school forward. Staffing levels are good and the learning support assistant contributes effectively to pupils' learning. The school applies the principles of best value appropriately when making decisions.

#### **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 enjoy coming to school.</li> <li>• Their children are well taught. They are expected to work hard, do their best and they make good progress.</li> <li>• The school is well led and managed and works closely with parents.</li> <li>• The school is approachable and responsive to their views and concerns.</li> <li>• The children are well behaved and the school helps them to become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities outside the classroom.</li> <li>• The amount of homework given.</li> </ul>

Inspection findings support the very positive views expressed by parents. With regard to their concerns, the team found that there is a good range of activities beyond the classroom for a school of this size, which is being further improved. The amount of homework given is in keeping with the school policy and it is used well to support children's learning in class.

## **PART B: COMMENTARY**

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

**Standards have improved in English, mathematics and science since the last inspection and all pupils now achieve well because teachers give them challenging work that is matched very well to their individual needs.**

1. Pupils of all levels of attainment achieve well in English, mathematics and science. This is clear, not only in lessons and from pupils' past work, but in the good achievements of individual pupils, when comparing their results at the end of Year 2 and Year 6 in the national tests. Since the last inspection, for example, there has been a steady improvement in standards. Consequently, almost all pupils, including those with special educational needs, who have attended the school from Year 2 or earlier now reach the expected level 4 or the higher level 5 by the end of Year 6. The main reason for this is that pupils are taught well. Teachers have realistically high expectations of what each pupil can achieve, based on very thorough and varied assessments of their work. They use the very good knowledge they gain from these in detailed, well focused planning, often adjusting activities on a day-to-day basis to meet pupils' individual needs. This is very effective in helping pupils to consolidate and extend their learning. Good examples were seen of this in both classes.
2. Pupils of all levels of attainment are now well taught. Those in need of additional support are identified at an early stage. The special educational needs co-ordinator, class teachers and learning support assistant work closely together to help these pupils to do well, through very effective support in class and, where appropriate, through individual or small group teaching, making use of initiatives such as booster classes. The very good relationships that teachers establish with pupils, their very good individual knowledge of them and their encouraging approach all help these pupils make good progress towards the targets in their individual education plans. The school also provides well for higher attaining pupils through extension activities, in enabling them to work with older pupils where appropriate and, for example, through termly 'master' classes at the local secondary school.
3. In English, pupils achieve well in reading by the end of Year 2 and Year 6. One reason for this is that basic phonic skills are taught well and monitored carefully. Teachers also provide pupils with a good range of other strategies for reading unfamiliar words and deepening their understanding of the text. A good example of this was seen in the introduction to a literacy lesson in the class for reception, Years 1 and 2 pupils. The teacher's own enthusiasm for the story of 'Angry Arthur' quickly caught the interest of the pupils. She used her very good knowledge of each pupil to target questions that challenged and extended their understanding of the story at an appropriate level and helped them to improve their use of picture clues. A Year 2 pupil commented spontaneously at the end, 'It's a good thing it's not real!' and the teacher used this to advantage to reinforce their understanding of the difference between fiction and non-fiction.
4. In a well-focused introduction to comparing the styles of two authors for pupils in Years 5 and 6, the teacher made good use of an extract from 'The Lottie Project'. She increased their understanding well so that they were able to identify features such as the use of informal language and use of the first person to engage the reader's attention. Events such as Book Fairs and a visit to Tavistock library also promote pupils' interest in and enjoyment of books. Older pupils are given good opportunities to practise and extend their reading skills when researching information from a variety of sources, including the Internet, for work in other subjects such as history and geography. In addition to work undertaken in the literacy hour, pupils have a daily opportunity for reading when they receive focused individual or group support from teachers and other adults, including parents. This also contributes well to developing their skills.

5. In mathematics, as in English, teachers adapt the national strategies well, planning and organising group work very well and giving good attention to both the age and differing levels of attainment of pupils. Again, they use their very good knowledge of each pupil's stage of learning to match tasks and their level of questioning to individual needs. This is a strong feature in helping all pupils to achieve well. A good example of this was seen in a mental mathematics session for pupils in Years 3 and 4. The difficulty of questions directed at individuals varied from rounding numbers to the nearest ten or hundred and in adding single, two or three digit numbers. The teacher set a brisk pace that kept pupils on their toes and placed a very good emphasis on pupils explaining the strategies they used and in using errors for further teaching points.
6. Standards have also improved in science since the last inspection and pupils of all levels of attainment achieve well largely as a result of a successful emphasis on teaching knowledge and understanding through investigations and experimental work. Very good examples of this were seen in both classes. This motivates and interests all pupils well and the varied means of recording used also means that the development of their scientific skills is not wholly dependent on the level of their literacy and numeracy skills. In a very well taught science lesson for pupils in Years 3 to 6, that introduced a topic on plants, the teacher planned meticulously for the wide range of ages and levels of attainment. The specific learning objectives were matched well to these, shared clearly with pupils and used well at the end of the lesson for pupils to see how much they had learnt. The teacher immediately engaged the interest of the pupils with skilful questioning about the meaning of terms such as, 'germination' and 'reproduction'. She quickly involved everyone and focused their thinking by asking them to exchange ideas with a partner about differences between plants they knew. In the class discussion that followed, she continually challenged them to think for themselves, to explain and extend their ideas further. One pupil, for example, cited a Venus fly-trap as an example of a carnivorous plant. Younger pupils then investigated the variety of plants in a nearby lane and hedgerow with the help of the well briefed learning support assistant. Older pupils worked in pairs to design and carry out experiments to find out whether their predictions for the conditions needed for germination were accurate. All pairs knew how to make the test 'fair ' by varying only one factor, with one higher attaining pupil giving a cogent explanation of how she would change only the 'nutrient source'. All pupils worked purposefully and sensibly, covering a very good amount of work in the time allowed. The questioning at the end of the lesson showed the very good progress they had made in their learning during the lesson.
7. The lessons seen also showed how well teachers deploy the learning support assistant to work in a very focused way with particular groups of children. They plan, discuss and monitor the results of pupils' work together. This, too, makes a very effective contribution to the way that pupils of different levels of attainment are supported. In a literacy lesson for pupils in Years 3 to 6, for example, the learning support assistant worked very effectively with a group of older pupils with special educational needs, helping them to improve their spelling skills. In a literacy lesson for pupils in their reception year to Year 2, she used skilful questioning and discussion to help two of the younger pupils develop their speaking skills, as they identified objects beginning with 'g'.
8. In all three subjects, teachers make the objectives of the lesson very clear, so that pupils know exactly what they should be learning. Teachers are good at encouraging pupils to think for themselves and to work independently. In mathematics, for example, older pupils, are given a good variety of investigational activities to help them to develop and apply their mathematical thinking in different situations. Teachers successfully extend pupils' vocabulary through their consistent emphasis on them understanding and using technical terms and challenging vocabulary correctly. Teachers help pupils become involved in and aware of their own learning effectively in a number of other ways. They mark pupils' work diligently and write useful comments that praise them for what they have achieved in relation to the purpose of the activity, but also suggest what they should work on next, such as, 'Good use of sentences to order events. Please re-read and put in full stops.' Teachers also set individual targets for pupils in English and mathematics to help them improve their work and these are shared with parents, so that they can give additional support at home. Teachers help to keep pupils focused on their

targets, by referring to them in lessons and when marking their work. For example, 'Please check your target – are you using capital letters correctly?' Such strategies all contribute well to the good achievements of pupils in these subjects.

**Standards in information and communication technology are above average because pupils are taught very well and given good opportunities to practise and extend their skills.**

9. Standards in information and communication technology were below average at the time of the last inspection. A very good response to the weaknesses then noted has transformed the subject into a strength of the school, with standards that are above average. The subject is now planned very well so that all aspects of the subject are taught as required. Very good improvements in resources and the way that the teachers use these mean that pupils have good opportunities to practise and extend their skills. A ratio of one computer for every three pupils enables frequent access for all boys and girls and careful joint planning and organisation between teachers mean that pupils work on computers individually during direct teaching sessions, thereby maximising the time for them to learn new skills. A lunchtime computer club is organised in such a way that every pupil, whatever their age, has the opportunity to use a computer on a weekly rota.
10. There has been well-targeted training for staff, including the regular supply teacher, so that, although the knowledgeable co-ordinator teaches both classes, other teachers competently help pupils to make use of their skills to support and enhance their learning in other areas of the curriculum. Pupils use the Internet to research information for topics in history and geography. They use their word processing skills to present written work attractively and use programs to help them improve their phonic and spelling skills. They use the digital camera in science, for example, to record some of the different plant varieties they find near the school, use a music program to compose short tunes and sometimes e-mail their French homework to their teacher at the local secondary school. Pupils keep individual log books of their computer use and these show how well they develop and make use of a good range of skills.
11. A key factor in the improved standards and pupils' good achievement is the good overall quality of teaching and learning. A lesson for a group of ten pupils from Years 5 and 6 seen during the inspection was very well taught and exemplified the good progress pupils make in their learning in the subject. The teacher was introducing graphic modelling to pupils. She explained very clearly what this was and gave good examples of the everyday uses to which pupils could put these skills. This, together with her own enthusiasm, motivated them well. They watched intently – and in some disbelief! – as she explained their challenging tasks of first copying a picture of an intricate collage made up of squares and rectangles onto the screen and then using the existing shapes to create their own collage, by repositioning, resizing and reshaping them. Keeping up a brisk pace, she demonstrated the tools they would need to use. Very few had used these before. The teacher questioned skilfully to ensure all understood the tasks. Her positive approach gave the pupils confidence and, working individually at computers, they tackled the tasks with enthusiasm, concentration and considerable success. The amount of work set and the level of demand reflected the high expectations that she had of their skills. By the end of the lesson, all had copied the original collage well and most had completed and printed out their own collage and could show examples of resizing, reshaping and repositioning. Some pupils had proceeded to the extension activity. They were also able to suggest some advantages and disadvantages of using a computer to create a collage compared to cutting and sticking paper and other materials. As a result of the very good teaching, pupils made rapid progress in the lesson in learning and applying new skills.

**The school promotes very good relationships and provides an interesting curriculum, successfully encouraging pupils to behave and get on together very well, to act responsibly and to work hard.**

12. Pupils of all ages are very well behaved and have good attitudes to their learning. Throughout the school, pupils work very well together and concentrate on the task in hand. Numerous examples were seen of pupils giving spontaneous help to each other in lessons and in other situations and in sharing resources very well indeed. A very good example was seen in the orderly and amicable way that the pupils took turns to use the new and very appealing games tables in the playground. It was evident even with the youngest children, where one reception child busily helped another, who was experiencing some difficulty, to pack away her lunch box. Good examples were seen of boys and girls of all ages playing together happily. Pupils get on together equally well with all of the adults who work in the school. They are helpful and friendly towards visitors, willingly engaging in conversation. The school achieves this through its very positive and caring atmosphere and its very good provision for pupils' personal, moral and social development. Pupils are also given stimulating work that interests and motivates them.
13. The relationships between all of the adults in the school provide pupils with outstanding role models. All teachers manage pupils in a very consistent and positive way. There are clear rules for what is acceptable and unacceptable behaviour, which pupils know and respond to well. These are underpinned by a strong commitment to building pupils' self-esteem and confidence through appropriate praise and encouragement. It is clear in lessons that teachers value each pupil and their ideas and contributions. This is reflected in the respect that pupils show for each other and the way they take care to ensure that everyone is included both in work and play activities. They are genuinely appreciative of each other's efforts and achievements.
14. There is a strong and successful emphasis in the school on supporting pupils' personal development. There are good opportunities for pupils to take responsibility and show initiative. These include an annual residential visit for older pupils, regular paired reading between older and younger pupils and jobs around the school. Pupils respond very well to these because they know that their help is appreciated and their suggestions, such as resuming peer mediation training, will be taken seriously. Very good examples were seen of pupils offering help to staff where they had seen a need and of older pupils choosing to sit with and look after younger pupils during lunchtime. Such opportunities add to their ability to relate very well to each other and adults and help them to become mature and responsible. Their growth in confidence is clearly evident as they move through the school. The very caring, sensitive approach of all staff to any pupils who are experiencing difficulties, is an important factor in this. All of this contributes very well to pupils' personal development and is reflected, for example, in the ease with which parents say their children transfer from this very small school to the very large secondary school.
15. Pupils have positive attitudes towards their learning. They are very well motivated and show great interest in school activities both in and out of the classroom. One reason for their enthusiasm is that teachers themselves are enthusiastic about what they teach. They are very good at ensuring that the work given to pupils is interesting, set in a relevant context and well matched to their individual needs. One way they do this is to link pupils' learning together in different subjects very well. They make good and improving use of the local environment and resources within the community to provide a wide range of visits and visitors that enrich the curriculum and provide stimulating and interesting activities. This encourages pupils to work hard. Examples include a Science Fair with other local schools, a Japanese visitor to talk about her culture, a visit from the community police officer to talk about personal safety, visits to Buckfast Abbey and Exeter Cathedral and the establishment of a 'Cyber Café' in the school for community use. Another reason for pupils' positive attitudes to school are the contributions parents make to their learning, both through the support they provide for homework and their help in school in a variety of ways. All of these strengths contribute to the very positive ethos of the school, the standards reached and the good achievements of pupils of all levels of attainment.

**The headteacher, governors and staff work together very effectively as a team, and in close partnership with parents, to improve standards in all aspects of school life.**

16. The newly appointed headteacher already provides good leadership and a clear sense of direction for the work of the school. This is focused on continuing to raise standards by ongoing improvements in the quality of teaching and learning and further enriching the curriculum while retaining the very evident caring family environment. The headteacher is sharing this effectively with governors and staff, so that all work together with a strong sense of common purpose. One way that she has achieved this is to involve them well in evaluating the work of the school and in deciding the priorities for the school development plan. She has also consulted parents about this and, in the term that she has been at the school, has already gained their confidence and support. The results of this very good teamwork are clearly seen, for example, in the consistent way that pupils are managed and their personal development is promoted. They are also seen in the consistently high quality detailed planning and assessment of pupils' learning in both classes. These factors make a significant contribution to the good achievements of pupils and support the good quality of teaching and learning.
17. Very good relationships underpin the close co-operation between all staff. There is a climate of trust and mutual support and this contributes to the high morale of the team. The same is seen with governors and parents, both of whom play an active part in the life of the school. The school promotes very good links with parents, keeping them well informed and actively encouraging their involvement. This very good partnership contributes very well to pupils' motivation, interest and learning. Governors are very supportive and fulfil their role as critical friends well. Several of them spend time every week in school and this helps to inform their overview of it well. It helps them to evaluate the effectiveness of spending decisions, such as the funding of the learning support assistant, who makes a very good contribution to pupils' learning. They contribute well to the good financial planning, which has enabled significant improvements in the learning environment inside the school, as well as good improvements in the playground to increase its suitability for physical education.
18. Standards in the school are monitored and evaluated well, both through the analysis of pupils' work and regular testing. Very good procedures for this are in place and teachers use these very well to identify areas for school improvements, such as writing. In addition to this, the results of annual tests are used very effectively to track the progress of each pupil from the time that they start school. The information is used very well both to set challenging individual targets and to adjust the level of support or challenge in lessons, to help pupils achieve their best. This close attention to individual needs is a significant factor in the good academic and personal progress made by pupils of all levels of attainment.

**WHAT COULD BE IMPROVED**

**Continue to improve pupils' writing skills, which are not yet as good as those in reading.**

19. Most pupils achieve satisfactorily in writing, but not as well as they do in reading. The school has already identified this as an area of improvement. The main reason for this is that pupils do not have enough opportunities for sustained writing, or in the case of the youngest pupils, sufficient opportunities to develop their confidence as writers through, for example, role play activities. Although pupils often make good progress in their learning within literacy lessons, they do not always apply the skills they are learning about in their own unaided writing. Teachers do not yet make full use of opportunities in other subjects, such as history and geography, for pupils to practise the good range of writing forms they are taught.
20. By the end of Year 2, most pupils write in simple sentences, often with full stops and capital letters and some use simple connectives. Their spelling of common words is reasonably accurate or phonetically plausible. This is largely because of the close links the teacher makes with spelling in the teaching of phonics. However, there is not enough emphasis on pupils checking the accuracy of their spelling in the final draft of their writing, so that mistakes such as 'brite sunlite' are sometimes reinforced by work on display. Pupils write in a good variety of

forms, including letters, poems and stories. They begin to apply what they learning about story structure to their own writing, but do not yet include the detail they do in oral work.

21. By the end of Year 6, a few higher attaining pupils begin to use more complex sentences and words chosen for effect. A good example of this was seen in some group work for Year 5 and 6 pupils in a literacy lesson. The teacher led a well-focused introductory discussion about the style and features of the language used in an extract from 'The Lottie Project'. In the written task that followed, a few pupils made good use of similes and metaphors, such as, 'nails, sharp as talons' and 'she has a laced up face to match her shoes'. However, other examples in their books show that many do not yet incorporate into their own writing the variety and range of vocabulary and sentence structure that they use in oral and guided work. Pupils' spelling and punctuation is reasonably accurate and pupils generally take a pride in the presentation of their work, although standards of handwriting are inconsistent. Some very good examples were seen of pupils carefully re-reading their work to check for sense and accuracy, but others are less thorough. In general, not enough use is made of the re-drafting process to help pupils improve the quality of their work.
22. The commitment within the school to continue to raise standards in writing is seen in the way that the timetable has recently been adjusted to allow more time for older pupils to practise their writing skills. Teachers also scrutinise writing across the school to increase their own awareness of how pupils' skills are developing and set individual targets related to this, so that pupils know what to do to improve their writing.

**Provision for some aspects of physical education is limited because of the lack of suitable indoor accommodation and this reduces pupils' opportunities to develop their skills fully.**

23. The lack of suitable indoor accommodation restricts the opportunities for pupils to develop their skills fully in dance and gymnastics. This year, the school funded an arrangement for pupils to use the gymnastic facilities in another primary school for six weekly sessions, but costs and time restraints have not allowed even such limited provision for dance. Although with considerable re-organisation the classrooms can be used for dance for pupils in Years 1 and 2, it is not safe to do so for the older pupils. This means that the requirements for this area of the physical education curriculum are not fully met. The school works hard to compensate for this in other areas, with the result that, for example, pupils achieve satisfactorily in their games skills, reaching broadly average standards, from the evidence of the lessons seen. The school makes the best use it can of the village recreation ground and the school playground to teach pupils the basic skills of games such as tag rugby, football, kwik cricket and tennis. The school has recently had the playground levelled and resurfaced to improve provision for this, although lack of indoor accommodation makes teaching in this area dependent on the weather. Nevertheless, with the additional provision of after school sports and football clubs, pupils are enabled to take part in competitive games with other small primary schools in the area. The school, with the support of parents, also compensates for the limitations in the physical education curriculum by providing the opportunity for weekly swimming lessons in Tavistock for all pupils, for the duration of the spring term. The school is strenuously and actively engaged in trying to gain regular access to a suitable hall, but as yet has met with no success.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In the context of the school's many strengths, the governors, headteacher and staff should address the following matters in their action plan in order to raise standards and the quality of education still further:

- Continue to improve pupils' writing skills, which are not yet as good as those in reading, by\*:
  - providing more opportunities for sustained writing to help pupils apply what they are learning to their own writing;
  - making more consistent use of the redrafting process to help pupils improve both the content and accuracy of their work;
  - reviewing the approach to the teaching of handwriting.
  
- Improve the provision and opportunities for pupils to develop their skills fully in physical education, by\*:
  - continuing their strenuous efforts to provide suitable, regular indoor accommodation for physical education activities.

*\* areas already identified for improvement in the school development plan*



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	9
Number of discussions with staff, governors, other adults and pupils	12

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	3	5	1	0	0	0
Percentage	0	33	56	11	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 ten percentage points.

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	30
Number of full-time pupils known to be eligible for free school meals	6

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	14

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	2
Pupils who left the school other than at the usual time of leaving	0

### Attendance

#### Authorised absence

	%
School data	5.1

#### Unauthorised absence

	%
School data	0.0

National comparative data	5.6
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National comparative data	0.5
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*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

**NB The requirements to report the most recent National Curriculum test results for the end of Year 2 and Year 6 do not apply as there were less than 10 pupils in each year group.**

***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	29
Any other minority ethnic group	1

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

***Teachers and classes***

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

Total number of qualified teachers (FTE)	2.4
Number of pupils per qualified teacher	13
Average class size	15

**Education support staff: YR – Y6**

Total number of education support staff	1
Total aggregate hours worked per week	14

***FTE means full-time equivalent.***

***Exclusions in the last school year***

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

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

***Financial information***

Financial year	2000/01
	£
Total income	141,431
Total expenditure	137,944
Expenditure per pupil	5,109
Balance brought forward from previous year	4,144
Balance carried forward to next year	7,631

***Recruitment of teachers***

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

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

**Questionnaire return rate**

Number of questionnaires sent out	30
Number of questionnaires returned	11

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	27	9	0	0
My child is making good progress in school.	70	20	0	0	9
Behaviour in the school is good.	55	45	0	0	0
My child gets the right amount of work to do at home.	45	36	18	0	0
The teaching is good.	73	18	9	0	0
I am kept well informed about how my child is getting on.	73	27	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	91	0	0	9	0
The school expects my child to work hard and achieve his or her best.	73	27	0	0	0
The school works closely with parents.	73	27	0	0	0
The school is well led and managed.	64	27	0	9	0
The school is helping my child become mature and responsible.	64	36	0	0	0
The school provides an interesting range of activities outside lessons.	36	45	18	0	0