

# INSPECTION REPORT

## **COVERACK COMMUNITY PRIMARY SCHOOL**

Coverack

Local education authority area: Cornwall

Unique reference number: 111822

Headteacher: Mr Martin Dalton

Reporting inspector: Mrs Hazel Callaghan  
22254

Dates of inspection: July 9<sup>th</sup> - 11<sup>th</sup> 2001

Inspection number: 195835

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	mixed
School address:	School Hill Coverack Helston Cornwall
Postcode:	TR12 6SA
Telephone number:	01326 280529
Appropriate authority:	Governing body
Name of chair of governors:	Mrs J Kearsley
Date of previous inspection:	24 <sup>th</sup> June 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22254	Mrs Hazel Callaghan	Registered inspector	English History Geography Religious education Special educational needs Foundation Stage	How high are standards? How well are pupils taught? How well is the school led and managed?
10329	Mr Brian Sampson	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
21090	Mr David Manuel	Team inspector	Mathematics Science Information and communication technology Design and technology Art Music Physical education	Pupils' attitudes, values and pupils' personal development. How good are the curricular and other opportunities offered to pupils?

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

### **INFORMATION ABOUT THE SCHOOL**

Coverack Community School is very small compared with most primary schools, having only 33 pupils on roll at the time of the inspection. The children come from a wide and remote area around the village of Coverack with about a third travelling to school by minibus. The school serves families from a variety of backgrounds, from both local authority and private housing. The number of pupils that are admitted to the school changes from year-to-year and families' circumstances change significantly from one year to the next. The percentage of pupils claiming free school meals is a little higher than that found nationally (21 percent) this year. Children are admitted into the school in the term after their fourth birthday, attending half days until the term in which they are five, when they attend fulltime. During the inspection there were three children in the Foundation Stage, one child was working full days whilst the other two children were in school only in the afternoons. Children enter the reception class with a wide range of attainment, but as each year group is very small, there is rarely an even spread of ability. Some years there is a significant difference in the proportion of pupils with special educational needs or of pupils with above average ability. Most pupils enter the school with standards that are broadly similar to those expected. Their skills in language and literacy development, however, are often better than other aspects of their learning. During the inspection there was a below average proportion of pupils with special educational needs (9 percent) and no pupils with statements of special educational needs or identified as having significant learning difficulties.

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

Coverack is a very popular school with both parents and the local community. The headteacher, governors and staff, with the tremendous support of the local community, have worked hard to bring about recent developments in the school building that have significantly improved the school facilities and provided greater opportunities for effective learning in many areas of the curriculum. Under the headteacher's good leadership, the school is very effective in promoting pupils' personal and social development and providing high levels of pastoral care. The development of systems for monitoring and evaluating the work of the school, particularly of the quality of teaching and of pupils' learning has, however, been unsatisfactorily managed. Pupils make satisfactory progress in their learning and attain standards that are usually in line with those expected and sometimes above average in mathematics and science. The school provides satisfactory value for money.

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

- Pupils make good progress in their learning of music and achieve standards above those expected.
- The provision for pupils' personal, social and moral development is very good, and that results in pupils' very good relationships, and their caring and responsible attitudes. Teachers promote pupils' respect for one another, and their tolerance and interest in each other's views and beliefs.
- The provision for pupils' pastoral care and welfare, and their child protection procedures, are very good.
- The school builds excellent partnerships with parents. They support the school very well and have a very high opinion of the education provided.
- Develops excellent links with the local community, which provides many opportunities that enrich pupils' learning opportunities.

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

- The quality of curricular planning so that what pupils are to learn and be able to do in each year group is clearly recognised, in order for them to make good progress.
- Develop whole school systems to monitor pupils' attainment and progress so that future work builds effectively on their previous learning and pupils achieve their full potential.
- Develop systematic procedures for the monitoring of the quality of teaching so that good practise is shared and strategies for improvement are implemented.

*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 previously inspected in June 1997. In the specific key issues raised at the previous inspection improvement has been unsatisfactory. In other areas of development there has been effective improvement.

Standards have been satisfactorily maintained in all areas of pupils' learning. The partnership with parents and the local community have continued to be improved and are now excellent. The accommodation in the school has been significantly improved and there is now a school hall that provides much greater flexibility in teaching and curricular opportunities. The good quality of teaching observed at the previous inspection has not, however, been maintained and is now judged at satisfactory overall. The school has developed very efficient systems for risk assessment and for monitoring health and safety. Other concerns raised at the previous inspection have not been sufficiently improved. There are informal systems for evaluating the work of the school, but there is a lack of systematic monitoring of the quality of teaching and of pupils' learning so good practice is shared and so that weaknesses are identified and strategies for improvement effectively implemented. There are no whole school systems for curricular planning or for assessing pupils' achievement that ensure pupils' good progress in learning through the school.

## **STANDARDS**

It is unwise to make direct comparisons to standards achieved nationally and with other similar schools, as the number of pupils in each age range is so small at this school. Each pupil therefore represents a large percentage of the group and consequently has a significant impact on the school's overall standards. It is also difficult to compare one year group with another in the school, because the balance and range of ability changes from year to year. Children enter the school with a wide range of ability, which is generally in line with those expected for their age. Their language and literacy skills are often above those found nationally. During the inspection there were only three children in the Foundation Stage and they were judged to have made satisfactory progress in most areas of learning. In their personal and social skills children have made good progress and achieved good standards.

Standards for pupils aged 7 have fluctuated over the last four years from being well above average to well below. The results of the most recent tests have not yet been published, but early indications show that standards achieved are similar to those seen during the inspection and most pupils in Year 2 are attaining the standards that are expected for their age in reading, writing, mathematics and science. This indicates overall satisfactory progress in mathematics and science, but insufficient progress in reading and writing given their above average standards when they joined the school. Progress through the key stage has been unsatisfactory but shows signs of improvement under the new teacher.

Over the last three years, standards for pupils at the age of 11 have been above average in mathematics and science. Standards in English have fluctuated, but are generally not as high as those in mathematics and science. In the 2000 National Curriculum tests the standards achieved by pupils in Year 6 showed their above average progress in their learning in science and well above average progress in mathematics compared with the standards they attained when they were 7 years old. In English, progress was similar to that found nationally. The results of the most recent tests have not yet been published but early indications show that standards achieved are similar to those seen during the inspection and most pupils were attaining standards that were similar to those expected for their age in English and mathematics. In science, however, most pupils achieved the level expected for their age and a significant proportion achieved the higher standard of Level 5.

In all other subjects, pupils aged 7 and 11 make satisfactory progress in their learning and achieve standards that are generally in line with those expected, except in music where pupils make good progress and by the age of 11 many are achieving above the expected standards. Pupils' literacy and numeracy skills are satisfactorily developed in other subjects.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy school and attend well in lessons. Most pupils concentrate effectively and persevere with their tasks.
Behaviour, in and out of classrooms	Good. Most pupils behave well in lessons. They play together harmoniously and are polite and courteous to visitors.
Personal development and relationships	Pupils' personal development is very good. Pupils make good use of the many opportunities they are given to take responsibility. Relationships throughout the school are very good. Pupils are tolerant, considerate and caring. They show great respect for the feelings, values and opinions of others.
Attendance	Satisfactory levels of attendance similar to the national average. Unauthorised absence however is above average.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	Satisfactory	Satisfactory

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

The quality of teaching through the school is satisfactory overall, with strengths in Key Stage 1 and in the teaching of music. All lessons observed were satisfactory or better. Thirty percent were of either good or very good quality. Six percent of lessons were very good. In the most effective lessons the teachers' planning was clear and ensured that pupils of all ages and abilities in the class were effectively challenged and activities appropriately built on pupils' previous learning. Consequently they were eager to show what they could do and their effort and productivity were good. All teachers know the pupils very well and the relaxed relationships enable pupils to feel confident about their efforts, and to have a go, even when they are not quite sure if they are right. Weaknesses in the lessons observed were due to the lack of focused challenge for different groups in the class, which led to pupils' only satisfactory effort when they were capable of better. Consequently presentation frequently lacks care, and punctuation and spelling are unsatisfactory for the age and range of ability in the class.

The National Literacy and Numeracy Strategies have been appropriately implemented and the quality of teaching is satisfactory in both English and mathematics through the school. In English, writing has been recognised as an area of weakness, but as yet no clear strategies for its improvement have been made. The quality of teaching of science is satisfactory, overall. Pupils in both classes benefit from the friendly support and encouragement provided by the learning support assistants. The recent addition of a classroom support assistant and a learning support assistant in the oldest class provides effective support for the pupils in Year 3 and those who have special educational needs. They are effective in promoting pupils' learning particularly in literacy and numeracy. Pupils with special educational needs and those with the potential of high attainment are taught satisfactorily and make generally steady progress in their learning.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad, mostly appropriately balanced. It is enriched by a good range of extra-curricular activities, educational visits and by visitors to the school. Links with the local community are excellent and with the good partnership formed with other local schools they provide additional opportunities, which enrich pupils' learning.
Provision for pupils with special educational needs	Satisfactory. Pupils are appropriately identified and assessed, but targets for their individual learning are not sufficiently clarified and action plans developed in order for them to make good progress. They receive sensitive support and encouragement from all staff.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' personal, social and moral development is very good, which leads to pupils' very good interpersonal skills, sense of responsibility and tolerance. The provision for pupils' spiritual and cultural development is good. They are encouraged to reflect and consider their own values and beliefs and respect those of others.
How well the school cares for its pupils	The school provides very good pastoral care for pupils. Staff know the pupils and their families very well. Parents are kept well informed and involved in the life of the school, which enhances pupils' learning. Procedures for assessing pupils' attainment and progress are unsatisfactory. There are insufficient whole school procedures to monitor pupils' achievement and so ensure their good progress through the school.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides good pastoral leadership and with the staff has created a caring ethos in which the pupils feel well cared for and respected. The recent building programme was satisfactorily managed but improvement by addressing the key issues since the previous inspection has been unsatisfactory.
How well the governors fulfil their responsibilities	The governors are well informed and the school benefits from their good support. They carry out their responsibilities well and were instrumental in the success of the recent building improvements.
The school's evaluation of its performance	There are insufficient procedures by which the headteacher monitors and evaluates the quality of education provided and the achievements of pupils. This aspect of management is unsatisfactory.
The strategic use of resources	The school's day-to-day financial controls and procedures are good, enabling the headteacher and governors to closely monitor and evaluate spending decisions. Specific grants are spent efficiently, particularly for supporting information and communication technology and special educational needs. The school is beginning to apply the principles of best value satisfactorily.

The accommodation has been significantly improved through the creation of an additional classroom, which has released a large area now used as a school hall. The improvements have enhanced the pupils' learning environment and provided flexibility of working where there was none before. The addition of two learning support assistants to work with pupils in the top

class has provided good opportunities for younger pupils and those with special educational needs to receive support in their activities and encouragement in their efforts.

## 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>• The parents are very supportive of the school and believe it provides a very good education for their children.</li><li>• The majority of parents believe that the quality of teaching is good.</li><li>• They are almost unanimous in the belief that the school is well led and managed.</li><li>• Parents appreciate their strong partnership with the school, which is fostered by the headteacher and staff.</li><li>• They feel welcome in the school and know that teachers will listen and respond positively to their concerns and suggestions.</li></ul>	<ul style="list-style-type: none"><li>• There were no areas that the parents consider needed improvement. All comments about the school were positive.</li></ul>

The questionnaire was returned by the vast majority of parents and so represents a true reflection of the parents' views of the school. The inspection team agree that the school is led well in many areas, especially in the creation of a school where pupils feel secure and are well cared for, and where their interest in learning is promoted. The school's links with parents are excellent. There are not, however, sufficient effective systems in the school through which the headteacher monitors pupils' attainment and progress and ensure that pupils are provided with learning opportunities that will foster their best progress. These aspects of school management are unsatisfactory and have not improved since the previous inspection.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

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

1. Standards achieved by the school fluctuate from year to year, but in the last two years most pupils attain standards that are expected for their age at both 7 and 11. This is similar to that found at the previous inspection. It is unwise to make direct comparisons to standards achieved nationally and with other similar schools, as the number of pupils in each age range is so small at this school. Each pupil therefore represents a large percentage of the group and consequently has a significant impact on the school's overall standards. It is also difficult to compare one year group with another in the school because the balance and range of ability changes from year to year.
2. Children enter the school with a wide range of ability, which is generally in line with those expected for their age. Children's language and literacy skills are frequently above those found nationally. During the inspection there were only three children in the Foundation Stage (reception) and they were judged to have made satisfactory progress in most areas of learning. By the end of the reception year most children achieve the Early Learning Goals in communication, language and literacy skills, in mathematics, knowledge and understanding of the world, and in their creative and physical development. In their personal and social skills all children make good progress and achieve good standards. Higher attaining children are enabled to achieve standards that are well above those expected and were seen to be confidently working within Level 1 of the National Curriculum in both English and mathematics.
3. Standards for pupils aged 7 have fluctuated over the last four years from being well above average to well below last year. The results of the most recent tests have not yet been published, but early indications show that standards achieved are similar to those seen during the inspection and most pupils in Year 2 were judged to be attaining the standards that are expected for their age in reading, writing with slightly fewer achieving expected standards, mathematics and science. This indicates overall satisfactory progress in mathematics and science, but unsatisfactory progress in reading and writing given their above average standards when they joined the school. No pupils achieved the higher standard of Level 3 in reading, writing or mathematics over the last two years. Boys have achieved overall higher standards than the girls in mathematics over the last five years, but there is no significant difference in the standards achieved by the boys and the girls in reading or writing.
4. Over the last three years, standards for pupils at the age of 11 have been above average in mathematics and science. Standards in English have fluctuated, but are generally not as high as those in mathematics and science. The results of the most recent tests have not yet been published, but early indications show that standards achieved are similar to those seen during the inspection and pupils achieve good standards in science with the majority attaining the expected standard and a good proportion attaining the higher standard of Level 5. In mathematics, most pupils achieved the standard expected for their age, but none at higher level. In English, most pupils are achieving the standards expected for their age, but with none at the higher levels. The weakness in pupils' learning in English, especially in the development of writing skills at both key stages has been recognised by the school, but there has been no significant improvement in these standards this year.
5. Pupils' progress in their learning through the school has fluctuated. For example, pupils in the present Year 2 were assessed on entry to the school as above average in language and literacy. Many were already achieving standards that are usually expected by the time they enter Year1. Pupils however achieved average standards in Year 2. This was because there were several changes in staff who had insufficient

information about the children in the class on which to base their teaching. There were few records of the work previously taught or on pupils' attainment and progress. This resulted in pupils making less progress than they should.

6. In the 2000 National Curriculum tests the standards achieved by pupils in Year 6 showed their gains in learning in English were similar to that found nationally, whereas in science they made above average progress and in mathematics well above average progress, compared with the standards they attained when they were 7 years old. Standards attained by the pupils in the current Year 6, however, show satisfactory achievement in English and mathematics, and their progress in learning through Key Stage 2 is judged as broadly average. Over the last four years boys achieved consistently better than the girls in mathematics, but not significantly different in either English or science. There are no systems to track pupils' achievement through the school to ensure that appropriate progress is being made.
7. The school has not met its targets in English and mathematics for the proportion of pupils attaining Level 4 in the 2000 National Curriculum tests and it looks as if the targets for English this year have also not been met. The target for the proportion of pupils attaining Level 4 in mathematics has been met and standards of the pupils in this group have improved. Changes in the number and make up of the pupils in the year groups during Key Stage 2 has an impact on the school's results and is part of the reason for the targets not having been met, but there have also been insufficient progress in the standards in English.
8. Pupils with special educational needs make satisfactory progress in all areas of their work. They are sensitively supported and encouraged by the staff, and appropriate work is provided that builds satisfactorily on their prior learning. The aspects they need to develop and improve have been effectively identified, but there is insufficient clear planning of activities to match their individual learning needs for them to make good progress. Higher attaining pupils make satisfactory progress, but they are not consistently challenged to enable them to make good progress.
9. Pupils' literacy and numeracy skills are satisfactorily developed in other subjects. Writing is recognised as an area of weakness, and pupils' skills are satisfactorily developed in history and religious education, but less so in other areas. Pupils' reading skills are well developed when pupils research for information in a variety of subjects including history and geography. In information and communication technology, pupils in both classes make satisfactory progress in developing the appropriate skills and knowledge, which is used to support their learning in an increasing number of subjects.
10. In all other subjects, pupils make satisfactory progress in their learning and achieve standards that are generally in line with those expected for their age. In music, however, pupils make good progress and by the age of 11 many are achieving above the expected standards. Every pupil in Key Stage 2 plays a tuned instrument, some more than one.

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

11. Pupils have good attitudes to learning and their personal development is very good. Their behaviour and relationships with adults, and with each other, are also very good. Unanimously, parents support the view that the school successfully achieves good standards of behaviour and helps their children to develop mature and responsible attitudes. The good standards identified in the previous inspection have been strongly maintained.
12. Pupils are enthusiastic about school. They settle quickly and purposefully to their lessons. Even the youngest children work well individually, and in groups, sharing resources and ideas sensibly. In Key Stage 1, pupils are highly motivated and become

eagerly involved in the wide range of opportunities presented by the teacher, in the role-play area, for example, and in a science lesson when learning about plants. They are clearly interested and want to learn. These good attitudes have a good effect on the quality of their learning in lessons. Pupils in Key Stage 2 also have good attitudes to learning, although a small number of older pupils are restless and very aware that it is almost time for them to move on to the secondary school, so that on a few occasions their behaviour was inappropriate and tended to interrupt the progress of other pupils. Pupils with special educational needs have similar good attitudes to their work although at times they are hesitant and lack confidence in their abilities. Other pupils are usually sensitive to their difficulties and give support when required. Throughout the whole school there is very good respect for the values and beliefs of others. This reflects the strong caring approach that is promoted by the headteacher, staff, parents and governors.

13. A clear code of behaviour is displayed prominently and all adults consistently reinforce good behaviour, which contributes to the school's positive ethos for learning. Pupils therefore, have a clear awareness of what is expected of them and they respond well. Pupils learn to reflect on their own feelings and behaviour, and this encourages them to think about the effect of their actions on others. During the inspection no aggressive behaviour, bullying or other form of oppressive behaviour was observed. In the playground, pupils are lively and, although, many are boisterous, they are self-disciplined, as they make the most of their breaks from lessons. Play and lunchtimes are sociable and happy occasions when girls and boys enjoy getting together with friends from across the year groups. There have been no exclusions since the previous inspection.
14. Relationships between all members of the school community are very good. These high standards have been maintained since the previous inspection. Effective working relationships are demonstrated clearly when small groups of pupils co-operate by sharing resources. Very good examples of collaboration were observed in design and technology and in music lessons, where pupils worked together harmoniously and assisted each other in their activities. Pupils are confident and relaxed in their relationships with teachers who value their contributions in lessons. Pupils exercise responsibility and independence well by willingly undertaking helpful tasks such as returning registers to the office, clearing up after lessons and acting as lunchtime monitors. There is a strong sense of care with older pupils often helping younger pupils. A boy in year six realising that something had frightened one of the youngest children immediately took his hand and said "Don't worry I will come with you".
15. Attendance at Coverack School is satisfactory. It has been effectively maintained since the previous inspection and compares well with the national average for this type of school. However, the school still has unsatisfactory levels of unauthorised absences, which it attributes to a few regular individuals, skewing the figures for such a small school. The majority of the pupils come to school regularly and most lessons commence promptly.

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

16. The quality of teaching through the school is satisfactory overall, with strengths in Key Stage 1 and in the teaching of music. All lessons observed were satisfactory or better. Thirty percent were of either good or very good quality. Six percent of lessons were very good which is a smaller proportion than was observed at the previous inspection. The quality of teaching is not as high as was judged at the previous inspection.
17. The teaching of children in the Foundation Stage is satisfactory overall. There are only a very few children in the group, and this term only one child works fulltime in the class. The teacher effectively plans activities for the very wide range of needs within the group, which ensures they are working at an appropriate level for their ability and

maturity. Pupils in the Foundation Stage are taught in the same class as the pupils in Key Stage 1 which is often difficult to organise, but opportunities for free unstructured play are provided to ensure an appropriate balance in their curricular opportunities. The higher attaining pupils in the Foundation Stage are effectively challenged and usually work with an older group of pupils so their learning is further extended. The younger children in the groups are stimulated to work and play with the other pupils in the class and are provided with one-to-one support in their own focused tasks by the experienced learning support assistant and by the teacher.

18. The teaching for pupils in Key Stage 1 is satisfactory overall and frequently good. The teacher plans her lessons carefully and uses a variety of methods to effectively promote the pupils' learning. For example, she encourages pupils to work in pairs, sometimes putting older and more able pupils with the less able or younger children so they share ideas, and the more capable child scribes their joint story or account, such as their retelling of the story of Grace Darling in history. This is effective in promoting both pupils' good communication skills, the younger child's knowledge and awareness of written language and early spelling strategies and sense of achievement, as they draw many of the illustrations. The more able pupil is given responsibility, and the role of scribe promotes their writing skills.
19. The quality of teaching at Key Stage 2 is satisfactory overall. The difficult task of providing appropriate activities for the wide range of ages and abilities in the class is managed satisfactorily and work is planned to build on pupils' previous learning. A weakness in the teaching is the lack of shared planning between the two teachers in the class, which reduces the opportunities for pupils to build on the skills and knowledge introduced in other lessons. Religious education, history and music lessons are well planned, but there is insufficient time given to ensuring that work taught by one teacher in English and mathematics compliments and further develops what is taught by the other teacher in the class. Relationships are very good which promotes pupils' self esteem and confidence so that they are willing to attempt to answer difficult questions without fear of failure. In a geography lesson observed all pupils were given the opportunity of finding their village on the map by using their general knowledge of the area. All were eager to try, and none were made to feel foolish by either the other pupils or staff if their idea seem a little unusual.
20. Throughout the school these very good relationships are evident. Teachers' subject knowledge is secure in most areas of the curriculum, although there are some weaknesses in the ability to promote high standards in English. Teachers know their pupils very well and they promote their good attitudes to work. Pupils are very supportive of each other and the teachers and their productivity and pace of working is often good. In the most effective lessons the teachers' planning was clear and ensured that pupils of all ages and abilities in the class were effectively challenged and activities appropriately built on pupils' previous learning. Consequently they were eager to show what they could do and their effort and productivity were good. Weaknesses in the lessons observed were due to the lack of focused challenge for different groups in the class, which led to pupils' only satisfactory effort when they were capable of better. Consequently presentation often lacks care, and punctuation and spelling are unsatisfactory for the age and range of ability in the class. The National Literacy and Numeracy Strategies have been appropriately implemented and the quality of teaching is satisfactory in both English and mathematics through the school. English, and in particular writing has been recognised as an area of weakness, but as yet no clear strategies for its improvement have been made.
21. Pupils in both classes benefit from the friendly support and encouragement provided by the learning support assistants. The recent addition of a classroom support assistant and a learning support teacher in the oldest class has been beneficial to all pupils. Their main responsibility is to provide support for the pupils in Year 3, and those who have special educational needs. Both staff are effective in promoting pupils' learning, particularly in literacy and numeracy, but there is insufficient information provided for

them about the main focus of learning in the lesson, which reduces their effectiveness in their role in promoting pupils' knowledge and skills. Pupils with special educational needs are taught satisfactorily. All pupils are recognised as having different needs and so they are given individual and focused support. Insufficient attention is given, however, on developing individual targets and specific tasks linked to their learning needs that will enable pupils to work on areas of their greatest difficulty.

22. Teachers monitor pupils' work in lessons effectively. In the youngest class good records are kept of pupils' achievement and this is used satisfactorily to track their progress over time. This is not consistently developed through the school as yet but there are plans that records being developed for pupils in Year 2 will be continued in the top class when they move up in September. The teachers' marking is satisfactory. Praise for good work and effort provides additional stimulus for pupils' hard work. There is less evidence of teachers providing guidance through their comments or targets for future improvement. Homework is set regularly and effectively supports and consolidates the work pupils are learning in lessons.



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

23. Children in the Foundation Stage are provided with an appropriate curriculum planned to meet their individual needs within the recommended six areas of learning; communication, language and literacy, mathematics, knowledge and understanding of the world, creative, physical development and their personal and social development. Wherever possible the children's activities are linked to the lessons taught to the older pupils in Year 1 and 2 so that the youngest children benefit from shared experiences and a greater awareness of a broader curriculum than would be possible if they were taught separately. The activities are suitable for their age, levels of maturity and capabilities. Only in their physical development are insufficient opportunities provided as there is no area for their adventurous play, which would promote their physical confidence, co-ordination, control and balance.
24. The school provides a broad, balanced and relevant curriculum, which is enhanced by a good range of learning opportunities. These include good quality extra-curricular activities and very good links with the local community. The curriculum is broadly based on the local education authority's Planning Pack and some of the recent national guidance. Although the curriculum meets the requirements of the National Curriculum and the Locally Agreed Syllabus for religious education, there are insufficient detailed schemes of work to match the needs of all pupils, including higher attainers and those with special educational needs, throughout the mixed age-range classes. Some lessons follow the recent national guidance others are developed informally with no written plan. Consequently, there is no clear progression of what pupils will learn from one year to the next. As there is no whole school curricular planning it is difficult to ensure that all the required elements are taught and that it is appropriate for the learning needs of the pupils across the different ages in the class. Curricular planning has not improved since the previous inspection.
25. Provision for pupils with special educational needs is satisfactory overall. Pupils' needs are effectively identified and monitored by visiting support staff and appropriate but very broad long-term targets are set. However, teachers and support staff have insufficient knowledge of the individual education plans and the targets contained in them, and there is a lack of short-term targets linked to their specific needs. There are good levels of general support but insufficient focused tasks aimed at promoting specific areas of need.
26. The school's strategies for teaching literacy and numeracy skills are satisfactory in English and mathematics lessons. Pupils' reading and writing are satisfactorily promoted in other subjects, but pupils' numeracy skills are less well developed across the curriculum, other than in science where there are adequate opportunities for pupils to record the information collected in graphical form.
27. Provision for extra curricular activities is good. There are numerous clubs, which take place after school and at lunchtimes, and these are well attended by pupils. The range on offer includes music instrumental tuition, computers, gardening and many sporting activities, such as football, dance and sailing. Most of the older pupils participate in these activities and they make good contributions to pupils' physical skills and social development. The school has maintained its good links with the local group of small schools and colleges, which extends and improves its curriculum. Pupils' learning benefits considerably from these successful liaisons. The pupils make joint visits to the local outdoor, Minack Theatre with other Lizard group schools. This year they watched Alice in Wonderland. The teaching staff of all the local schools, within the North Lizard area, share some training days, in particular for computer training, and several schools share resources for religious education.

28. The school's provision for pupils' personal development is very good. Pupils' spiritual development is good. This is a similar situation as found at the previous inspection. Pupils' spiritual development is promoted effectively through religious education and assemblies. Collective worship meets statutory requirements, including time for prayer, quiet reflection and appreciation of each other's beliefs and efforts. In class and whole school assemblies pupils learn to reflect on their own feelings and behaviour, and this encourages them to think about the effect of their actions on others. Opportunities are also taken throughout each day for pupils to share in the wonder of creation and the world we live in. In a science lesson pupils in the youngest class were amazed at the results of their experiment when they could see how sticks of celery had sucked up water dyed with food colouring. Older pupils were also spell bound by the younger pupils' assembly on "Noah's Arc" and sat with complete absorption and interest.
29. The school's provision for pupils' moral development is very good and well maintained since the previous inspection. A strong moral code is evident in all aspects of school life and forms the basis of the very good relationships observed during the inspection. Teachers are very good role models, dealing with pupils in a calm and confident manner and therefore pupils respond in a similar way. The school's values are reflected in the school code displayed clearly in the entrance area. Pupils know and understand the school rules and respond to the expectations for their good levels of respect for others, both pupils and adults. They learn to discriminate between right and wrong. Pupils in Key Stage 2 debate moral issues, such as, the destruction of the rain forests and fox hunting. Through these discussions a good awareness is promoted of the need to make their own morale decisions, and they contribute thoughtful and sensitive views.
30. The provision for pupils' social development is very good and is firmly rooted in the school's position as an integral part of the village community. This is a similar situation as found at the previous inspection. From an early age pupils are encouraged to share and to co-operate and this is clearly evident in the very good relationships formed across the age groups from four to eleven. They understand that there are people less fortunate than themselves and raise money for charities and provide sensitive help for people in the community. There are regular opportunities to meet with the older generations who join the pupils for lunch in school twice termly. This caring attitude supports their social development very well. In the playground they share their games together in small groups, both boys and girls, and in mixed ages. A residential visit provides a very good opportunity for pupils in Key Stage 2 to develop independence and extend their social interaction while enhancing their learning in subjects such as science and music.
31. The school's provision for pupils' cultural development is good. Examples include a wide range of art from different cultures, on display around the school, and music from different cultures in assemblies. Pupils have enjoyed the strong focus on ancient Greek culture and good links have been made in many subjects including English, history, art and geography. Year 6 pupils are taught basic French conversation by a local villager and about French customs and traditions. In religious education pupils have studied Hinduism and Sikhism. Pupils in Key Stage 2 have been learning about traditions and art from China. The overall good provision is effective in making pupils aware of the multi-cultural society in which they live.
32. The response of the local community towards the school is excellent. This aspect has improved immeasurably upon the already high level witnessed at the previous inspection. Such a response is a significant strength of the school and contributes immensely towards the pupils' learning. Within the previous year, the people of the village have raised very considerable funding towards a new classroom for the school. This is now completed and is being very well used. Its construction has also released a classroom, which has been converted into a very sorely needed school hall. Other very useful links with the community include the local senior citizens' home where the pupils

sing carols at Christmas. The school also invites local people from a luncheon club into school and to join them at a Christmas party. Recently, as part of a science project, a local geologist took a group of children to the nearby beach and collected specimens of rocks. They were shown how to recognise the different minerals and to polish them into various artefacts, such as paperweights by a local jeweller. This made science a little different and exciting for the pupils and gave it an obvious use.

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

33. The staff very successfully promote pupils' pastoral care, safety and well being. This provision is a particular strength of the school and has improved upon the existing good care at the previous inspection.
34. The school has very good procedures for child protection. The headteacher is well-trained. He has ensured that his staff are all completely familiar with all relevant procedures. There is very good liaison with the local child protection teams and the staff are well aware of whom to turn to in an emergency.
35. The headteacher is also the trained health and safety person. He works very closely with the very well qualified health and safety governors. The school now maintains a very clear and up to date, written policy and a detailed risk assessment which is a considerable improvement since the previous inspection. Considerable care is taken to ensure that all elements of health and safety are checked regularly and carried out appropriately. There are very good procedures for the administration of medicines and recognising specific pupil special medical needs. Accidents are well dealt with, recorded and reported to parents and/or higher authority as necessary. The school makes very good use of outside professional expertise. The local police come in regularly and talk to pupils about vandalism and the work done by the police force. Pupils in Years 5 and 6 receive a life-skills session, every year, from combined public services, on drugs and alcohol problems and other concerns in life. The local school nurse, educational psychologist, speech therapists and audiologists also make regular visits to the pupils. The school lunches are prepared, served and consumed in hygienic conditions and the pupils now receive very effective support both at lunch and break times.
36. The school has satisfactory procedures for monitoring attendance. Registers are now maintained for each class in accordance with statutory requirements, which is an improvement on that found at the previous inspection. The school maintains a secure lateness routine and all parents are fully aware of their relevant responsibilities. However, currently, the school does not pay sufficient attention to its high unauthorised absences by, for example utilising the services of the local educational welfare officer. Thereby improving the opportunities for learning of certain pupils.
37. Procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour are both satisfactory, generally because relationships in the school are so good. The school does not have a policy for either aspect, but it does have a strong Code of Conduct. This latter is prominently displayed around the school and is very well known and adhered to by the majority of the pupils. There is no structure system for rewards and sanctions because the staff do not feel that it is necessary, as both are based on the very good relationships within the school. Should any form of bullying emerge staff and parents are very well equipped to deal with it as the levels of communication are high.
38. Although the school has no monitoring of the pupils' personal development in the formal sense, the staff know the pupils and their families very well and the provision for pupils personal development is good. A good example of pupils' introduction to citizenship has been a project on The Ancient Greeks. The pupils have learnt about

democracy and been involved in debating a range of issues, for example on voting yes or no for a tuck shop in the school. Each child has a personal Record of Achievement, but this is only fully used in the youngest class and contains pieces of chosen academic work and other personal achievements. Pupils' personal development including their attitudes, approaches to learning and behaviour is not sufficiently monitored in order to give teachers a fuller picture of pupils' strengths and weaknesses. While all the teachers know their pupils well, there is insufficient recorded evidence to be helpful to teachers who might be asked to cover for absent colleagues or teachers in future years.

39. The support and care given to pupils with special educational needs is good. All pupils are recognised as having different needs and so they are given individual and focused support. The Code of Practice is satisfactorily met, however, insufficient attention is given to developing individual targets and specific tasks linked to their learning needs that will enable pupils to work on areas of their greatest difficulty and this results in their only satisfactory progress in learning. The school has a very open admission policy, which enables pupils of all abilities and learning needs to join the school. A young child soon to enter the reception class has been working part-time to ensure that he is able to settle happily in to the new learning environment, having been taught in a special school, which has very effectively promoted his learning so he is now able to enter main-stream schooling.
40. Current arrangements for assessing pupils' attainment and progress are unsatisfactory, as they were at the time of the previous inspection. Weaknesses arise mainly from the fact that there is no whole school agreement, or understanding, about precisely what are the purposes and uses of assessment. Much assessment is informal and known only to the teacher concerned. The school's procedures for maintaining and sharing information about pupils are currently inadequate.
41. The national tests and assessments are carried out at the end of Key Stages 1 and 2, and there are optional and commercial tests in mathematics for pupils in Years 3, 4 and 5. Year lists are produced showing levels of attainment, but the information is not used sufficiently by teachers to build a clear picture of pupils' progress as they move through the school. Very little target setting takes place and there is no regular review or updating of these targets so that pupils can begin to share responsibility for their learning. Pupils are not given enough feedback about their own performances and what is required in order for them to improve.
42. When children first enter the school they are assessed against criteria relevant to children of that age, but over time the information has not been used to predict future standards or been used effectively enough to plan teaching programmes. However, over the past year, the teacher of reception and Key Stage 1 pupils, and the part-time teacher in Key Stage 2, have gathered information about what pupils know and can do which is used to support their teaching. At present there is little evidence of judging pupils' standards against the National Curriculum levels of attainment or of the setting of targets for improvement. There is no agreed system for monitoring pupils' progress as they move from class to class. Insufficient use is made of information gathered through informal assessment to guide developments in the curriculum and to improve the quality of teaching in order to raise standards. As a result, weaknesses in provision and learning are not being sufficiently identified and are not being addressed through the school's programme of staff development and training.

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

43. The parents consider this to be a very good school and the relationship built between the school and its parents is excellent. This is one of the significant, major strengths of the school and a vast improvement upon the already favourable judgement at the previous inspection. From views received at the parents meeting, from the returned

questionnaires and from talking to parents during the inspection it can be seen that all, without exception, are very positive about all aspects of school life. Amongst the unanimous areas of agreement parents say that their child likes school, he/she is well taught, is making good progress, is expected to work hard and achieve their best and is being taught how to become a mature and responsible citizen. Parents also insist that behaviour is good, they get the right amount of feedback on their child's progress and the school is well led and works closely with parents. Not one parent said they would feel uncomfortable about approaching the school with a problem or suggestion. The high quality and interesting range of activities outside of school was also agreed upon by 100 percent of parents. Although a small minority could not agree on the use of homework overall, it was appreciated that it was necessary as training for its use in secondary school.

44. The school provides good quality information for its parents as it did at the previous inspection. Each of them receives a copy of an updated prospectus, a Governors' Annual Report and a yearly copy of their child's academic report, every July. All of these documents comply with statutory requirements although, the latter do not always state clearly, individual pupil's targets. The parents also receive a regular newsletter. During every year there is one formal, parent consultation evening plus another, as required, particularly for working parents. Home/school agreements have now been accepted, by all parents and those with infant children, appreciate the information relayed by home/school reading diaries. There is an effective open-door policy and parents feel welcomed into the school. Parents having pupils with special educational needs are kept well informed and involved in their pupils' learning.
45. The contribution that parents make to children's learning is good and compares well with the quality observed in the previous inspection report. Some parents help with sewing and swimming and parents are very quick to volunteer for any school maintenance tasks, such as repairs or gardening. One mother, who is also a nurse, comes in regularly and helps with the sex education and the school is never short of volunteers for trips out. At home, the majority of parents help with their child's homework and regular reading sessions.
46. The total impact of the parents' involvement on the work of the school is very good and another strength of the school. The school is very grateful to its energetic parents, teachers and friends association who, via social evenings, raffles and other local events, has raised considerable funding for the school. Overall, the effectiveness of the school's links with its parents is very good and a clear strength of the school. Such successful links contribute very considerably towards the pupils' learning.

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

47. The headteacher provides good pastoral leadership and, with the staff, has created a caring ethos in which the pupils feel secure, valued and respected. Staff throughout the school work together well to implement the school's policies, aims and values.
48. Coverack is a very small school and most of the organisational and management responsibilities rest with the headteacher, unlike larger schools where the management of subjects are often shared between the teachers. The organisation of teaching music and of religious education through the school is managed effectively by one of the teachers. All other subjects are discussed as a whole by staff, but are led primarily by the headteacher. This is a particularly heavy load. A small number of staff also means that opportunities for sharing new ideas and methods are restricted and, consequently, the good links developed with other local schools is of great importance.

49. The headteacher has provided very good leadership in the development of the excellent partnership with parents and the excellent links with the local community, which have been of a significant benefit to the school and to pupils' learning. The many and various visitors to the school sharing their knowledge and expertise with the pupils, and the tremendous financial support for the building programme are some of the many benefits from these strong links.
50. The school has a very strong ethos towards supporting all pupils, of all abilities and backgrounds. Pupils are respected as individuals and provided with good opportunities for educational inclusion so they have equal opportunities for learning. The management of the provision for special educational needs is satisfactory. Effective support is obtained from the local education authority and the Code of Practice is appropriately met. The recent addition of a support teacher to work with pupils having special educational needs in the oldest class has enhanced their learning opportunities.
51. Progress in developing procedures that support the school's ability to effectively monitor and evaluate its work has not been well managed, and unsatisfactory improvement has been made since the previous inspection in addressing the weaknesses identified.
52. The National Literacy and Numeracy Strategies have been satisfactorily developed and changes required in the balance of the curriculum have been appropriately made. Staff make effective use of the local education authority curricular Planning Pack and of other recommended schemes of work, but they have not as yet developed whole school planning that clearly identifies what pupils are to be taught in each year group, in each subject, so that their knowledge and skills develop progressively through the school. This is particularly important when there are mixed ages in the both classes, and when two teachers in the same class both teach literacy and numeracy. At present, there is insufficient shared planning so teachers build effectively on pupils' previous learning.
53. Standards have fluctuated over the past four years because of the range of ability in each cohort, but standards at present are similar to those found at the previous inspection. Pupils' progress in their learning through the school has also fluctuated. Usually pupils' achievement is good, as they were in 2000 National Curriculum tests at Key Stage 2 in mathematics and science, but on other occasions it is unsatisfactory, as in English at Key Stage 1 this year. There are no whole school records on the work previously taught, or on pupils' attainment and progress, which results in pupils sometimes making less progress than they should, especially when there are changes of staff. There are no systems to track pupils' achievement through the school to ensure that appropriate progress is being made.
54. Informal communication between all members of staff is good and this is very supportive of the pupils' learning and personal development, but there are insufficient rigorous systems by which the quality of education provided is monitored and evaluated. Because there are no whole school curricular plans the headteacher cannot ensure that the pupils are receiving a broad and balanced curriculum that builds effectively on pupils' previous knowledge. There are no whole school systems for assessing pupils' work and so information on their progress is not sufficiently used to ensure that activities match pupils' future learning needs. There are insufficient procedures for monitoring the quality of teaching so that good practice is shared and weaknesses are identified and strategies implemented. These are all areas of concern from the previous inspection report.
55. The school development plan satisfactorily identifies resources needs, which are effectively costed and well planned within the restrictions of a limited budget. There is clear identification of the school's main priorities for development, such as the support being provided for a new member of staff, which has been very effectively carried out.

Other priorities are not as clearly planned and the school development plan in its current form does not provide an effective management tool.

56. The re-organisation required during the recent building work, which resulted in the school's evacuation to the village hall for a month, was satisfactorily managed. Many of the books and resources were unavailable for many weeks, but other new opportunities were created, such as the pupils' study of what life was like for an evacuee during the Second World War.
57. The recent developments to the building have provided a new light classroom for the oldest pupils who are very proud of their new room and its wonderful view. The accommodation is now good for the number of pupils and enables the curriculum to be taught effectively. Each key stage has its own library area. There is, however, no specific area for the youngest children to play, other than in the playground with the rest of the pupils, and there is no provision for their adventurous play that would further develop their co-ordination, control and balance. The reception teacher now uses the new hall next to her classroom for the youngest children's structured play activities, which she can monitor safely whilst working with pupils in Years 1 and 2. This provision for the youngest children is an improvement on the previous inspection.
58. The imaginative use of pupils' work around the school enhances the learning environment. The building is maintained and decorated very well and the playground and large school field are safe and well looked after. The potential difficulties of the divided site are well monitored so that pupils' transfer from school to field and back again at lunchtimes is completed safely.
59. The school has a suitable number of qualified and experienced teachers to meet the needs of the relatively small number of pupils in the school and the demands of the curriculum. Teaching and support staff are deployed effectively to promote pupils' learning and their expertise is used for the benefit of all. The provision for Performance Management has been introduced appropriately. Staff have well-defined responsibilities and work well as a team. Teachers and pupils are effectively supported by a good number of learning support assistants. They make valuable contributions to the work of the school and have forged very strong relationships with the pupils, which supports them in their learning. Two of the assistants are fairly new appointments and their roles have not yet been sufficiently developed to be fully effective as clear systems for communicating and sharing information needed for supporting the pupils, either in class or in withdrawal groups, have not yet been established. The efficient administrative staff, caretaker, cleaner and cook are valued team members and contribute significantly to the smooth running of the school. Arrangements for the training of teaching and non-teaching staff are adequate.
60. The quantity, quality and range of learning resources have been effectively maintained since the previous inspection and are satisfactory overall. They are readily accessible and used well throughout the school to enhance the quality of education provided. Resources for information and communication technology are much improved and are used effectively to support teaching and learning. The provision of books in the new library is good and they included a small number of bi-lingual books. Good use is made of the local education authority's loan service to provide books and resources, as exemplified in the recent work about Chinese traditions. Good use is also made of the gymnasium and the swimming pool at the Leisure Centre in Helston. Children in the Foundation Stage (reception), however, have insufficient opportunity to fully promote their physical development, as there is a lack of equipment in the school that enables them to develop greater control, co-ordination balance and physical confidence. The resources for these youngest children have been improved since the previous inspection, but many are still not adequate and role-play equipment is rather limited and shabby.

61. The headteacher works closely with governors who are well informed and involved in school development. The school benefits from their good support. They carry out their responsibilities well and were instrumental in the success of the recent building improvements. Governors have a satisfactory knowledge of the strengths and weaknesses of the school, which is being further developed through their regular monitoring visits to the school, and by their well focused committee meetings. The governors have made good progress in developing their procedures for risk assessment and the monitoring of health and safety, which are now very thorough.
62. The overall efficiency of the school is satisfactory. Financial planning is good and the school has built successfully on the good standards reported at the time of the previous inspection. The headteacher and governors have developed systematic procedures that support the school's educational priorities. For example, the governing body carefully monitors the school's performance to identify areas for improvement. A good example of the school responding to the analysis of its current position is the extra teaching support provided in Key Stage 2 which has resulted in improvement in mathematics and additional support for pupils with special educational needs. The rather large proportion of the budget (11 percent) that was retained last year was effectively planned to act as a safety net during the building programme. It is now being used to improve resource storage. Good use is made of new technology in all aspects of school life to improve efficiency levels and to support the curriculum. Within the restrictions of the limited budget, the school successfully applies the principles of best value for money and is aware of the need to consult with and involve all those concerned in decision-making about spending. Due consideration is given to alternative providers for services and resources in order to secure cost effectiveness, and as a result money is spent carefully. This is evident in the governors' decision to contribute some of the school's own finances to ensure that the building changes and improvements would be of the best possible standard. The school's day-to-day financial controls and procedures are good, enabling the headteacher and governors to closely monitor and evaluate spending decisions, such as the additional part-time teacher and learning support assistant. Specific grants are spent efficiently, particularly supporting information and communication technology and special educational needs.
63. There has been no financial audit since before the previous inspection. This identified a few minor recommendations, which the governors have implemented. Taking into account the average and below average levels of attainment on entry, the average standards attained by pupils by the ages of seven and eleven, the satisfactory teaching and learning which take place and the satisfactory leadership and management, the school provides satisfactory value for money.



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

In order to raise standards further the governing body, headteacher and staff should:

**Develop schemes of work that identify what is to be taught in each subject in each year group so that pupils' learning effectively progresses through the school.**

(See paragraphs 24, 52 and 82)

**Implement whole school procedures for monitoring pupils' attainment and progress so they make best progress by:**

- developing systems for assessing and recording pupils' learning and their standards of attainment in each subject;
- developing simple tracking records so that pupils' progress is monitored over time so that their achievement is monitored against predicted standards;
- using information from tests and assessments to plan future work, so that it builds on pupils' previous learning and challenges their understanding;
- developing regular opportunities for scrutinising elements of pupils' work from all age groups to assess whether appropriate progress is being made;
- introducing a simple system of setting targets with individual pupils in English and mathematics that so they know what they need to accomplish in order to improve their work;

(See paragraphs 22, 40-42, 53 and 99)

**Devise and implement regular opportunities for monitoring the quality of teaching throughout the school so that good practise is shared and weaknesses are identified and strategies for improvement developed.**

(See paragraphs 51-54 and 85)

These main areas for improvement were identified at the previous inspection.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

17

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

14

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	6	24	70	0	0	0

*The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.*

### 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

7

#### Special educational needs

Number of pupils with statements of special educational needs

YR – Y6

Number of pupils on the school's special educational needs register

10

#### 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

5

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

7

### Attendance

#### Authorised absence

	%
School data	5.5
National comparative data	5.9

#### Unauthorised absence

	%
School data	1.3
National comparative data	0.5

*Both tables give the percentage of half days (sessions) missed through absence for the latest complete 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	29
Any other minority ethnic group	1

*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)	2.5
Number of pupils per qualified teacher	13.2 :1
Average class size	16

**Education support staff: YR – Y6**

Total number of education support staff	3
Total aggregate hours worked per week	28

*FTE means full-time equivalent.*

**Financial information**

Financial year	2000
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	£
Total income	127945
Total expenditure	123791
Expenditure per pupil	3537
Balance brought forward from previous year	10004
Balance carried forward to next year	14158

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	27
Number of questionnaires returned	24

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	79	21	0	0	0
My child is making good progress in school.	74	26	0	0	0
Behaviour in the school is good.	65	35	0	0	0
My child gets the right amount of work to do at home.	48	43	0	0	9
The teaching is good.	96	4	0	0	0
I am kept well informed about how my child is getting on.	87	13	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	88	12	0	0	0
The school expects my child to work hard and achieve his or her best.	78	22	0	0	0
The school works closely with parents.	74	26	0	0	0
The school is well led and managed.	91	9	0	0	0
The school is helping my child become mature and responsible.	78	22	0	0	0
The school provides an interesting range of activities outside lessons.	65	35	0	0	0

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

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

64. Children are admitted into the school in the term after their fourth birthday and attend for half days until the term in which they are five, when they attend fulltime. During the inspection there were three children in the Foundation Stage, one child was working full days whilst the other two children were in school only in the afternoons.
65. Children enter the reception class with a wide range of attainment, but as each year group is very small there is rarely an even spread of ability. Some years there is a significant difference in the proportion of pupils with special educational needs or of pupils with above average ability. Most children have already attended a playgroup and enter the school with standards that are broadly similar to those expected. Their skills in communication, language and literacy development, however, are often better than other aspects of their learning. They are taught in a mixed age class with pupils in Year 1 and 2. The quality of teaching is satisfactory overall. With such a small number of pupils each child is taught as an individual and their needs are well recognised and effectively met. By the end of the reception year most children achieve the Early Learning Goals in communication, language and literacy skills, in mathematics, knowledge and understanding of the world, and in their creative and physical development. In their personal and social skills all children make good progress and achieve good standards. The teacher has good support from a classroom assistant who works in the class throughout the week and together they provide an appropriate curriculum for the youngest children.

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

66. The quality of teaching is good and the teacher and learning support assistant work well together to promote the children's good personal development. There is a high expectation for children to tidy up for themselves and be prepared to help one another. Children ask for help when necessary and work well both independently and in groups. They are given good opportunities to organise their own tasks and to work with other pupils in the class, which promotes their abilities to share resources and ideas sensibly. They show good levels of concentration and persevere with tasks until they are complete. Class discussions involving the older pupils enable the youngest children to absorb more mature attitudes and ways of working. Children have a good sense of right and wrong, and of what is fair and unfair.

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

67. Children enter the school with a broad range of literacy skills but they are often above those expected and a good proportion is already working at the levels expected for children of five. The teacher assesses the children's capabilities accurately and gives them activities that are well matched to their learning needs. Only the eldest of the children in the Foundation Stage attend school in the mornings and have the opportunity to work with the older pupils in the literacy lessons. During the inspection one child was achieving very good standards in language and literacy skills and she was confidently working with pupils in Year 1, developing good early reading and writing skills. The other two children work on more individual basis with the effective support and encouragement given by both the teacher and the support assistant. Overall, the quality of teaching is satisfactory. Children's language and literacy skills are promoted effectively in the literacy lessons, but there are fewer structured opportunities for developing the skills of the youngest of the children at other times. They are given good opportunities to develop their books skills and enjoyment of stories. They hold books appropriately and discuss the pictures, retelling the story in their own words. They tend to be a little shy when talking in front of the class, but listen well and their comments are usually relevant. The teacher uses a particularly effective

strategy to promote children's learning. She encourages pupils to work in pairs, putting older and more able pupils with the less able or younger children so they share ideas, and the more capable child scribes their jointly planned story or account. This is effective in promoting the children's good communication skills and awareness of written language and early spelling strategies.

### **Mathematical development**

68. Children usually enter the class with standards that are similar to those expected for their age, but this year there is a much wider range of ability. Only the eldest of the children in the Foundation Stage attends school in the mornings and has the opportunity to work with the older pupils in the numeracy lessons, where she is given appropriate activities to promote her knowledge and understanding. She is working appropriately with Year 1 pupils developing her understanding of place value and multiples of two. The activities are well prepared and appropriate apparatus is used to support developing concepts and more secure understanding. Younger children are well supported as individuals in developing their early numeracy skills of counting and ordering, in making patterns, and in recognising and correctly naming simple shapes and colours, but there are fewer structured opportunities to develop their knowledge and skills and so the quality of teaching is satisfactory overall.

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

69. Children enter the class with standards that are broadly in line with those expected for their age. They are provided with a satisfactory range of activities that enable them to develop an appropriate level of knowledge and skills. Children's knowledge and understanding of the world is well promoted in their lessons of science, history, geography and design and technology with the rest of the class so that they begin to be aware of places beyond their own experiences in their topic about elephants. They understand that plants need water to grow and can name a variety of fruit and vegetables. Children show good interest in stories about other people, places and events and respond well to opportunities to draw them and record their ideas either through pictures or in simple written text. The children's understanding of information and communication technology is developed through the use of simple art programs and children are gaining satisfactory skills of controlling the mouse to create their pictures. The quality of teaching is satisfactory, overall. Knowledge that children have developed, as part of a structured lesson is not yet effectively consolidated and extended through play activities.

### **Physical development**

70. Children enter the class with standards that are broadly in line with those expected for their age. The quality of teaching is satisfactory and children are given appropriate opportunities to use pencils, paint, scissors and construction equipment in order to develop their co-ordination and control of small apparatus. They exhibit a wide range of skills, from those who show satisfactorily control of pencils and scissors, to those who have developed good co-ordination and ability to use tools and already write using clear and legible letters and words. Children run, jump and hop with good balance and control. They show satisfactory awareness of space and usually manage to play without bumping into each other. Physical education lessons in the hall provide satisfactory opportunities to develop their skills of manipulating a range of small apparatus. The quality of teaching is satisfactory. In physical education lessons it is frequently good but children have insufficient opportunity to fully promote their physical development, as there is a lack of gymnastics equipment for adventurous play that enables them to develop greater control, co-ordination balance and physical confidence. The resources for the youngest children have been improved since the previous inspection, but many are still not adequate and the wheeled vehicles are too small for the older children in the Foundation Stage to use.

## **Creative development**

71. Children enter the class with standards that are broadly in line with those expected for their age. The quality of teaching is frequently good and this enables children's creative development to be well promoted in their lessons of art and music with the rest of the class. They gain great enjoyment from their opportunities to sing and play musical instruments. Their paintings are bright and colourful, and their understanding of how to make changes in the colours they use when painting is developing well. Satisfactory opportunities are provided for their own creative expression. They use the home corner and reconstruct "real-life" events in the house and shop. Opportunities for role-play are restricted in the classroom because of the lack of space and limited range of equipment, much of which is of an unsatisfactory quality. The teacher now has the use of an adjacent hall, which has considerably improved opportunities for structured play activities.

## **ENGLISH**

72. Standards in English are usually similar to those expected for pupils at the age of 7, and when they leave the school at 11. There has been some fluctuation in the school's overall standards over the last four years, but they were judged as average at the previous inspection and are similar again this year. Care should be taken when comparing these results to the national average and that of similar schools because of the very small number of pupils taking the tests each year.
73. In the 2000 National Curriculum tests, three-quarters of the 7-year-old pupils achieved standards similar to those expected for their age in reading, but no pupils achieved the higher standard of Level 3. In writing only about half of the pupils attained the expected standard and none achieved Level 3. In Year 6 two-thirds of the class attained the expected standard or higher, but a third did not. This was because there was a greater proportion of pupils with special educational needs in this group.
74. The results of the most recent tests have not yet been published, but early indications show that the standards achieved are similar to those seen during the inspection, and most pupils in Year 2 were judged to be attaining the standards that are expected for their age in reading and writing. Pupils in Year 6 also achieved standards broadly in line with those expected, but there were no pupils achieving the higher standard of Level 5 this year.
75. Pupils usually make satisfactory progress in their learning in English, but pupils in the present Year 2 have not made the progress expected. They were assessed when they first entered the school and were judged as having above average skills in language and literacy. Many were already achieving standards that are usually expected by the time they enter Year 1, but by the time they took the National Curriculum tests in Year 2, pupils were achieving only average standards. They had been taught by a number of different teachers during that time who had been given very few records of the work previously taught or on pupils' attainment and progress. Expectations were therefore not always sufficiently challenging and resulted in pupils making unsatisfactory progress through the key stage. This is now showing improvement with the new teacher.
76. By the age of seven pupils' speaking and listening skills have developed satisfactorily and they listen effectively to instruction. The teacher provides regular opportunities to develop their speaking skills when telling their news. The activity is carefully organised and great importance is placed on pupils' careful listening. The speaker is in charge and responds to other pupils who want to ask for further information. The activity builds good levels of confidence and most pupils are eager to share their news with the class. The class audience show good levels of interest in each other's ideas and ask relevant questions to find out more.

77. In the oldest class pupils' speaking and listening skills are satisfactory overall. Most listen well in class, and offer appropriate comments. They share opinions about school life with adults, and many show confidence in their own abilities. By the time they reach Year 6 pupils share their ideas confidently. Opportunities to speak in class are good and teachers involve pupils in all aspects of discussion. As part of their work on the Ancient Greeks pupils were introduced to the skills of debating. They were given a subject to consider and were set the task of putting forward their ideas, for or against, the principle under consideration. Younger pupils in the class put forward reasons for and against school uniform, whilst pupils in Year 5 discussed the benefits, or not, of having a school tuck shop. Pupils in Year 6 were given the task of considering the moral dilemmas of capital punishment. Although these debates were not observed, pupils obviously enjoyed the thrust of debate and were surprised that the arguments made actually changed their opinions.
78. Pupils make mostly satisfactory progress through the school in attaining average standards in their reading skills. In the youngest class pupils are developing appropriate phonic awareness and benefit from the way the teacher introduces new vocabulary. This helps them to learn about new words and extends their knowledge. They listen well to stories and talk with interest about what is happening. They like reading and are keen to read to adults. Higher-attaining pupils tackle new words with confidence using their knowledge of letter sounds, and have a satisfactory understanding of the plot. Pupils read regularly to the teacher or classroom assistant, share texts in the literacy lessons and frequently join in with story reading, which provides opportunities to develop fluency and style. Guided reading sessions are satisfactorily managed in both classes so that younger pupils are developing satisfactory strategies for tackling new words and predicting the next stage of the story. Older pupils have a good grasp of the information presented and appreciate the development of characters in their stories. The more able pupils are developing satisfactory inferential skills and explain characters' motives and responses to events. Daily opportunities are provided for pupils to read and explore a variety of fiction and non-fiction books, but it is not sufficiently used to further promote and develop their reading strategies which pupils in Years 3 and 4 still need. Pupils are encouraged to read regularly at home and most parents are effectively involved in supporting their child's progress. Older pupils make appropriate use of dictionaries to support their work, and have a good understanding of how to retrieve information from the library. Pupils' reading is satisfactorily promoted in other subjects and further developed in activities such as researching for information in other subjects using books, or information and communication technology resources.
79. At Key Stage 1 pupils attain satisfactory standards in their writing, but several pupils could achieve better given their above average standards on entry to the school. Most are developing simple stories with a beginning, middle and an end, and write accounts of the work they have completed in history and science. They are given a good range of opportunities to develop their writing skills and most use simple punctuation, such as capital letters, full stops and question marks correctly, if not yet consistently. At Key Stage 2 pupils' standards in writing are not as high as those in reading, and fewer pupils achieve the expected standard. Their writing lacks the use of interesting vocabulary and imaginative turns of phrase that would be more effective in holding the reader's attention. Higher attaining pupils are beginning to recognise and use a variety of strategies and add twists to their narrative that make their writing more exciting, but the work is often marred by unsatisfactory standards of spelling and careless mistakes in their punctuation. Pupils in Year 5 and 6 use speech marks and correct paragraphing to set out their work appropriately. They are developing satisfactory skills of redrafting their work, which eliminates many of their mistakes, and are beginning to add more effective language, but the standard still often remains below that expected for their age.



80. Pupils' standards of spelling are satisfactory at Key Stage 1. Pupils' awareness of how to split words into its syllables is being well promoted and their growing knowledge of letter sounds has given them a secure basis on which to build good skills of spelling. In their independent writing they make sensible attempts at words they do not know. At Key Stage 2, however, pupils' spelling is often unsatisfactory and their knowledge of letter combinations is not effectively used to provide strategies for spelling new words. Regular spelling tests introduce correct spelling habits, but pupils are not effective in transferring the knowledge into their own work. Teachers do not sufficiently share their expectation that pupils should use their dictionaries and wordbooks to improve the spelling in their work, or to attempt to write new words correctly.
81. The development of handwriting is well promoted in the youngest class and many pupils are already developing a legible and regular form of joined script. At Key Stage 2, however, pupils often slip back into printed script and their presentation frequently lacks care.
82. The quality of teaching is satisfactory through the school. The National Literacy Strategy has been appropriately introduced and is used to support the teaching of English. Most teachers plan their work carefully and ensure that pupils are provided with activities that satisfactorily build on their previous work, and extend their knowledge and understanding. In some lessons, however, the work is not carefully planned and consequently not all groups are sufficiently challenged and their progress overtime remains satisfactory rather than good. Two teachers share the teaching of literacy in the top class. There is an agreed division of the work to be taught, but insufficient shared planning or discussion takes place to ensure that activities used by the teachers effectively build on what is being learnt in other lessons. There are no agreed assessment procedures in the class, and the sharing of judgements on pupils' assessment and progress is purely on an informal basis. Teachers use a consistent format for recording pupils' standards at the end of the year, but it is not used to track pupils' progress through the school to ensure that they are effectively building on their previous learning so that the progress made is good.
83. Pupils' literacy skills are promoted satisfactorily in many areas of the curriculum and information and communication technology is increasingly used to promote pupils' skills of reading and writing. Pupils with special educational needs are provided with good levels of support and encouragement. The booster groups have enabled pupils in Year 6 to achieve better standards in English and the recently introduced additional literacy programme is being used to promote the learning of pupils in Year 3.
84. Standards in English are not as high as those achieved by pupils in mathematics and science. The weakness in pupils' learning, especially in the development of writing skills at both key stages has been recognised by the school, but there has been no significant improvement in these standards this year. The recent employment of a classroom assistant has provided much greater opportunities for effective group teaching, and the addition of a teacher to work with pupils with special educational needs has added to their confidence in both reading and writing. More formalised arrangements for communicating the objectives for pupils' learning to the support staff so they have clear guidance, will greatly increase their effectiveness in promoting pupils' good progress.
85. There are insufficient systems at present for monitoring and evaluating the school's effectiveness in promoting pupils' learning in English. Procedures for sharing good practice and for developing strategies for improvement need to be devised and consistently implemented if standards are to improve.

## **MATHEMATICS**

86. Standards in mathematics are usually similar to those expected for pupils at the age of 7, and when they leave the school at 11. There has been some fluctuation in the school's overall standards over the last four years, but they were judged as average at the previous inspection and are similar again this year. Care should be taken when comparing these results to the national average and that of similar schools because of the very small number of pupils taking the tests each year.
87. The national test results for 2000 showed that at the age of seven, pupils attained results that were very low compared to the national average. Test results for pupils aged eleven, showed that pupils made good progress in relation to their prior attainment in tests at the age of seven, and attained levels close to the national average. Unconfirmed results for 2001 show that only two thirds of the 7-year-old pupils achieved the standard expected for their age, and no pupils achieved the higher standard of Level 3. Most 11-year-old pupils achieved the levels expected for their age, but none achieved the higher standard of Level 5.
88. Inspection evidence, which covers a wider range of work than the tests, indicates that by the age of seven, the majority of pupils make satisfactory progress in their learning and attain standards which match the levels expected nationally. This is a similar judgement to the previous inspection. By the age of eleven, pupils continue to make satisfactory progress in learning and most attain expected levels. This is also similar to the judgement of the previous inspection. The effectiveness of the school's strategy since the implementation of the National Numeracy Strategy is satisfactory.
89. By the age of seven, most pupils have developed a satisfactory understanding of number. They use mental strategies accurately to count forwards and backwards in twos and fives, halve and double numbers to twenty and successfully solve number and money problems. Pupils use number lines and other equipment effectively to help them reach correct answers. They recognise and name common two and three-dimensional shapes and their basic properties. Lower attaining pupils and pupils with special educational needs also make satisfactory progress at their own levels of need, particularly when supported by a learning support assistant. Pupils of all attainment levels have a satisfactory understanding of standard and non-standard units of measurement, such as hand spans, and accurately compare measures, such as their own heights, identifying shorter and taller pupils.
90. By the age of eleven, pupils' make satisfactory progress in all aspects of mathematical development. Pupils are grouped mainly in year groups and suitable levels of challenge are set to meet the range of needs within these. Mental skills and strategies are reinforced regularly and pupils respond enthusiastically to the challenges. Pupils have good attitudes to their work and use their improving mathematical vocabularies to explain how they arrived at their answers. This was demonstrated well in one lesson observed when pupils had to reach certain answers using only limited numbers and operations. By Year 6, pupils correctly identify equivalent fractions and calculate in decimal parts, and work confidently with long multiplication and division. They construct shapes from ordered pairs of numbers in all four quadrants, identifying rotational symmetry in the process. Overall, pupils' rates of work and their presentation skills are satisfactory. The use of homework is satisfactory and is set regularly.
91. At Key Stage 1, the quality of teaching is satisfactory. There are good features in some lessons, which result in better achievement by pupils, such as the use of challenging questions at individual levels to develop strategies for solving problems. Due respect is shown for pupils' contributions in discussion. At Key Stage 2, teaching is satisfactory with the provision of a few challenging tasks to stimulate mental strategies and links made with computer tasks. The planning for some lessons is detailed and matched to the needs of different year groups, but in other lessons no clear planning is evident. There is a lack of detailed assessment and monitoring, target setting and the

involvement of pupils in setting their own targets for improvement. This limits a small number of pupils from reaching their full potential.

92. Lessons begin with clear introductions and brisk mental tasks. Teachers involve pupils in the review of most lessons to explain their answers and this provides suitable opportunities to assess pupils' understanding. Computers and data handling skills are used regularly in both classes to reinforce knowledge and understanding. This is done particularly successfully by pupils in Key Stage 2 when presenting and interpreting information from statistics about accidents in the home. The pupils extend their skills, identifying the range, mode and median in particular activities. Resources are satisfactory in quantity and quality and are used regularly and well to support learning.

## SCIENCE

93. Standards in science are usually similar to those expected for pupils at the age of 7, but are often better than expected when they leave the school at 11. There has been some fluctuation in the school's overall standards over the last four years, but they were judged as average at the previous inspection and are similar again this year. Care should be taken when comparing these results to the national average and that of similar schools because of the very small number of pupils taking the tests each year.
94. Results of the 2000 teacher assessments for seven-year-olds showed results to be well below the national average. Test results for pupils aged eleven, showed that pupils made good progress in relation to their prior attainment at the age of seven, and attained levels close to the national average. Unconfirmed results for 2001 show that only two thirds of the 7-year-old pupils attained the standard expected for their age, and no pupils achieved the higher standard of Level 3. At 11, however, most pupils achieved the level expected for their age and a significant proportion attained the higher standard of Level 5.
95. Inspection evidence, which covers a wider range of work than the tests, indicates that by the age of seven, the majority of pupils make satisfactory progress in their learning and attain standards which match the levels expected for their age. This is a similar judgement to the previous inspection. By the age of eleven, pupils make satisfactory progress in learning and most attain expected levels with a small proportion attaining higher than expected levels. This is also similar to the judgement to the previous inspection. Good emphasis is placed on scientific enquiry and pupils learn to follow a structured approach to carrying out investigations and recording their observations and explanations.
96. Pupils at Key Stage 1 make satisfactory progress in their learning. They steadily develop a relevant scientific vocabulary and this also has a good impact on their speaking skills. They accurately identify differences between living and non-living things and know that some plants grow from seeds and need water if they are to survive. During the inspection pupils carried out tests to show what happens when celery is placed in a food colouring solution. Pupils showed great excitement when, within two days, colouring appeared for several centimetres up the celery as water was drawn up through the plant's stems. They also learn about different materials and test some for their 'waterproofness' qualities. By the age of eleven pupils' enquiry skills are suitably reinforced and computers are used appropriately to record specific information as a graph and this helps pupils to present their evidence in different ways. They co-operate well and show good levels of concentration. On a recent residential visit, pupils carried out a series of investigations into sound and changes in pitch and loudness. All pupils made their own instruments in support of these challenges and these were later used in school, during the inspection, to support their work in music when composing and performing. Pupils' gains in learning are at least satisfactory and

sometimes good and are directly related to the effective teaching of skills in these investigative tasks.

97. The quality of teaching at both key stages is satisfactory. Planning follows the broad guidance of a scheme of work and lessons are suitably planned around practical investigation. This gains pupils' interest and keeps their attention on the task. Careful questioning by teachers enables pupils to talk knowledgeably about what they are doing and what they have found out. This was well demonstrated by pupils in the youngest class in their work about plants, and by Key Stage 2 pupils in their work about sound. Resources are organised for easy access by teachers, which has not been easy due to the amount of building work that has taken place recently.
98. The school makes good use of the local environment and the community, including visits to the beach in their study about rocks. Good use is also made of a residential visit for pupils to work with adults on a range of activities including 'Sound'. Science provides many opportunities for promoting pupils' spiritual and social development. For example, in a science lesson pupils in the youngest class were amazed at the results of their experiment when they could see how sticks of celery had sucked up water dyed with food colouring.
99. The scheme of work has been developed by the school, based on the county planning pack and takes into account elements of recent national guidelines. There is some assessment made of pupils' learning during lessons, but this is not always used effectively to monitor progress over time or set relevant targets for higher attainment. A more systematic system is required to track pupils' progress and challenge them to reach their full potential.

## **ART AND DESIGN**

100. By the ages of seven and eleven, pupils make satisfactory progress and attain the standards expected for their age. This is a similar judgement to that in the previous inspection. Pupils are provided with a suitable range of activities to work in two and three-dimensions, and they enjoy their experiences in the subject. The recent opening of the new classroom has provided good opportunities for staff and pupils to create colourful and interactive displays. These have helped to make the school's learning environment feel more stimulating following the difficult period of the building changes.
101. The good range of resources enables pupils to use different materials, such as crayons, pens, paint, chalk and pastels, and to investigate their different qualities. Pupils co-operate well and share the resources sensibly. Pupils in Key Stage 1, mix paint effectively to produce different colour tones, depicting hot and cold colours. In one lesson observed, the teacher showed pupils one of Van Gogh's paintings of the sunflowers. They discussed this with great interest and produced their own good quality pictures of sunflowers, in the style of the artist. Teachers make good links other subjects when teaching art. In the youngest class links with their work in literacy were made and, after reading the book 'Elmer The Patchwork Elephant', pupils created a range of colourful elephants as they looked when dressed up for the parade.
102. Pupils in the oldest class in Key Stage 2 observed and discussed the shapes and colours used by Kandinsky in his works. In the practical session that followed, they experimented with lines and strong colours to create some interesting patterns using these in preparation for a picture of their own in Kandinsky's style. In their contribution to the new displays in the school, pupils had created a collage representing a large dragon. This was particularly attractive and was made from old computer disks and enamelled and other coloured paper. In good links with history, pupils had made 'pots of evidence' from clay as part of their work on the Ancient Greeks. Having looked carefully at images similar to those found by architects, pupils had decorated their pots

with Greek scenes to show activities of the time. Pupils with special educational needs are appropriately supported and make satisfactory progress. They enjoy tasks which enable them to respond more creatively than in more academic subjects, requiring specific literacy skills.

103. Overall, teaching is satisfactory. A small amount of teaching is good and is promoting good standards of learning. Computer generated art programs are used appropriately to consolidate pupils' learning in both subjects. Teachers have satisfactory subject knowledge and provide meaningful tasks that relate well to pupils' interests. Effective questioning during lessons helps pupils to focus on the particular skills being developed. Art has a positive impact on developing pupils' cultural development. Pupils in Key Stage 2 have been learning about, traditions and art from China that, with other aspects of the art curriculum, is making pupils aware of the multi-cultural society in which they live.
104. There is no specific co-ordinator for art. Staff generally discuss what they are doing and then plan their work separately using the local education authority planning pack and other resources. Resources are sufficient and are supplemented by the county loan service.

## **DESIGN AND TECHNOLOGY**

105. Pupils make satisfactory progress in their learning and by the ages of seven and eleven, attain expected levels. The school has maintained satisfactory progress in design and technology since the previous inspection.
106. Recent national guidance has been adopted successfully to provide pupils with opportunities to investigate, disassemble and talk confidently about what they want to make and why. When talking about design and technology, pupils in Year 2, are proud to recall the elephants that they had made for a three-dimensional scene and show a satisfactory understanding of the design process from planning, through the selection of materials to the making and completion of their elephants. Following the recommended plan for disassembling and evaluating, pupils also cut open and examined a range of fruit and vegetables, observing their differences, describing them and drawing them. Pupils were greatly interested in the task and achieved well due to the good strategies used by the teacher.
107. Pupils in Key Stage 2 responded well to the challenge of making a moving toy. Year 3 and Year 4 pupils developed their ideas using pneumatic power of syringes, and pupils in Years 5 and 6 used rotational movement. They explained their original designs and, with help, planned what they needed to use. Most pupils have a sound level of cutting and joining skills. New challenges enable pupils, including those with special educational needs, to learn new skills and build progressively on previous activities.
108. The quality of teaching is satisfactory overall with good features. Teachers have a satisfactory understanding of the different aspects of design and technology and lead pupils' learning through focused questioning and careful guidance. Teachers plan lessons which are practical, and which ask the pupils to make objects appropriate to their interests. This motivates learning and makes pupils think about what they need to do. Practical skills are also developed in a systematic way. At both key stages, pupils are interested in their work and keen to get on. They work productively when designing and making, and suitable opportunities are given for pupils to evaluate each other's work and to consider how their objects could be improved.
109. Pupils use a range of construction kits to make models, which show imaginative use of components and an understanding of how things work. Pupils' literacy and numeracy skills are satisfactorily promoted through design and technology and computers are

used occasionally to paint and draw pictures to help the design process. There is no co-ordinator specifically for design and technology. Staff generally discuss what they are doing and then plan their work separately using the local education authority planning pack and other resources. Planning is insufficiently monitored to ensure pupils' good progress in learning. Good use is made of the satisfactory range of resources available.

## **GEOGRAPHY and HISTORY**

110. History and geography are usually planned and taught separately, but there are elements of both subjects included within other topics, particularly in the infant classes. During the inspection it was not possible to observe any lessons in history as in both classes geography was the unit of work being taught. Evidence has been collected from pupils' past work, general observations, teachers' planning and discussions with pupils about their work. From this evidence it is judged that pupils, including those with special educational needs, make satisfactory progress in their learning through the school to attain standards that are broadly in line with those expected at the ages of 7 and 11, in both history and geography. This is similar to that found at the previous inspection.
111. In history, pupils in the youngest class are developing an appropriate understanding of the passing of time in their study of clothes from the past, ordering pictures to show their awareness of styles and fabrics used. Pupils in Key Stage 2 used a time line to help them understand about the progression of time over the centuries and pupils in Years 5 and 6 and had good understanding of how the years are calculated before and after Christ. Most could give examples about aspects of life in the different eras they have studied. Pupils enjoy finding out about how people lived in the past and are often intrigued by the changes in costume, transportation and customs. By Year 6 pupils have a satisfactory understanding of the impact of events on peoples' lives and explained how different inventions and discoveries still have an impact on our lives referring to the "legacy of the Ancient Greeks" such as words in the English language that are descended from Greek words, and the origins of the Olympic games. They have a satisfactory understanding of how peoples' views of each other have changed and the inequalities it led to. They explained that in Victorian times the rich and the poor led completely different lives, and in the past rich people actually kept slaves, although the less able pupils were not quite clear about the difference between slaves and servants.
112. In geography pupils in the youngest class were studying elephants, which came from their reading of the stories about Elmer. They found out about the places where elephants live, in Africa and India. They also learnt about how people in India live, and are developing a satisfactory awareness about the things that are similar, and those that are different to their own lives. Pupils in the top class use maps in their history work, using them to find out where Ancient Greeks lived and about the country of Greece today, especially its food. Pupils in Years 4 and 5 have a satisfactory understanding of the difference of maps compared with photos, and explain it using the terms "bird's eye-view". Pupils in Year 3, however, are only just developing the ability to use their spacial awareness when drawing plans. Pupils generally develop their mapping skills satisfactorily so that by the age of 11 pupils recognise simple symbols used on maps and have a satisfactory knowledge of the physical features of countries, rivers, mountains and of their climates. They recognise the use of contour lines and use four figure co-ordinates satisfactorily to find places. However when trying to find the village of Coverack on the OS map some pupils pointed inland, which showed a lack of general understanding of how maps represent places.
113. In both history and geography pupils are developing satisfactory skills of using a range of sources to help them find information. The good use of visits to local areas of

interest, such as a local manor house and river during a residential trip, their own village and to the church, enhance pupils' learning about times in the past, historical buildings and changes in land use over time. They use books, pictures and information and communication technology to help them gather evidence and to research their ideas.

114. Although no direct teaching was observed in history, from the quality of work seen and the levels of pupils' understanding and knowledge gained, teaching is judged as satisfactory overall, in both history and geography. In the two lessons observed in geography this judgement was confirmed. Teachers are effective in developing pupils' good attitudes to their work and they show good levels of effort in the completion of their activities. Teachers have a secure knowledge of the subjects and, in history particularly, promote pupils' good interest. Pupils effectively work together in pairs and in groups. For example in the youngest class, pupils shared their ideas about what aspects they would put on their map showing Elmer's journey in a story they have read. They were deep in discussion and co-operated very well.
115. The curriculum for history and geography is satisfactorily broad and balanced and the effective links are made between the two subjects, especially for the youngest pupils, that enhance their knowledge and understanding. They make an effective contribution to pupils' social and cultural development. There are also good links made with other subjects, such as with art, for example, in the making of pots in the styles used by the ancient Greece, and in English were pupils in the oldest class learnt about the principles of debating developed by the Ancient Greeks. Pupils' literacy skills of reading and writing are well developed in history, but less so in geography. Pupils in the oldest class use the computer effectively to present their work and to research for information.
116. The subjects have not been a recent area of development. There is no specific co-ordinator for history or geography. Staff generally discuss what they are doing and then plan their work separately using the local education authority planning pack and other resources. There is no whole school plan for the development of skills in history and geography and no record of pupils' development of knowledge or skills. The schemes of work have been developed since the previous inspection, but they do not clearly indicate how the key skills are to be taught, and in geography, how to ensure there is effective breadth and balance of both knowledge and skills. There are no whole school procedures for assessing pupils' attainment and progress in order to ensure that they are making sufficient progress through the school. Resources are satisfactory and the school makes effective use of books and resources they can have on loan.

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

117. The standards attained by most pupils in ICT match standards expected nationally by the age of seven and when pupils leave the school by the age of eleven. This shows that standards have been maintained since the previous inspection.
118. From an early age, pupils learn how to operate computers. They learn to access programs, use the mouse control and keyboard accurately and acquire a range of basic technological skills. Year 1 pupils know the basic commands required to access their files and design pictures using the 'Paint' program. Many pupils in Year 2 use the keyboard suitably, including the 'delete', 'capitals' and punctuation keys when entering text in their literacy work. They also change font size and colour to emphasise key features. Tape recorders and listening stations are used at selected times to improve pupils' speaking and listening skills and enhance their enjoyment of literature. By the age of seven, most pupils attain the expected standards.

119. At Key Stage 2, pupils make satisfactory gains in their learning and effectively use technology in other curriculum subjects, such as English, mathematics, art and history. Pupils add graphics to their text to enhance presentation and save and retrieve their work unaided. Pupils gather a range of information to support work in geography and history, when using CD-ROMs. They are aware of the importance of ICT in their lives when accessing the Internet and when searching for information about particular topics. In good links with mathematics, pupils in Years 5 and 6 created a database for evaluating the statistics reported in a national survey about accidents in the home. They co-operated well, refining their ideas, and organized relevant tables, text and graphs. In this session they shared and exchanged information very effectively, and discussed ways to improve their work and present their findings in different ways. Pupils also have access to audio and visual tapes, a camera and a digital camera.
120. Satisfactory standards have been maintained since the previous inspection. However, significant improvement has taken place in the range of learning experiences. Resources have been improved with the purchase of new computers. Pupils with special educational needs make good progress and with support attain expected standards. They are particularly motivated by the good opportunities provided for them in very small groups. Teachers successfully promote pupils' good attitudes to the subject and they enjoy using computers and other technological equipment. They work independently and in small co-operative groups with interest in their tasks and behave well. Often they help each other out when solving problems. They are confident in the use of computers and sustain their concentration well.
121. Overall, the quality of teaching is satisfactory. Teachers and support staff have a sound knowledge of computing, greater confidence and make appropriate links with most other curriculum subjects. Pupils work successfully in mixed ability and gender groups and this successfully promotes pupils' social development. However, there is a need to introduce more formal and detailed assessment to measure and monitor progress made by all pupils, particularly in the Key Stage 2 class with four different year groups. There are plans to create a school network and to make more use of e-mail links with other schools. There is also a computer club that provides membership for all pupils wishing to attend. There is no specific co-ordinator for information and communication technology. Staff generally discuss what they are doing and then plan their work separately using the local education authority planning pack and other resources, which has created a satisfactory coverage of the National Curriculum Programmes of Study.

## **MUSIC**

122. By the age of seven, all pupils make satisfactory progress in music and attain standards in line with those expected for their age. By the age of eleven, all pupils have made good progress in their learning and attain standards, which are frequently above expected levels. All pupils have the opportunity to take part in weekly music lessons and every pupil in Key Stage 2 plays a tuned instrument, some more than one. Planned activities include a recorder club and taking part in concerts and other musical presentations within the community. Standards have been well maintained since the previous inspection at Key Stage 2.
123. Pupils at both key stages sing tunefully in assemblies and at other times when they are taught a range of songs. They sing with good diction so that the listener can hear all the words clearly. They enjoy joining in with appropriate actions and percussion as demonstrated by the Key Stage 1 assembly about Noah's Ark. Pupils in Year 1 and Year 2 develop an understanding of pulse and make long and short notes using a range of given percussion instruments. By the age of eleven, all pupils are familiar with musical notation and recognise, name and read minim, crotchet and quaver, responding accordingly to the duration of each note. They learn about ostinato and the



pentatonic scale (using a 'five notes ladder') and are good at keeping the pulse and a repeating pattern going at the same time. They compose and perform their own music, as demonstrated in a good lesson observed, which was aimed at developing cyclic patterns. Pupils with special educational needs are suitably involved at their own levels of ability and achieve well with the other pupils in their musical appreciation and learning.

124. The quality of teaching is good. The school employs a part-time teacher whose responsibilities include the teaching of music through the school. She therefore has a good overview of the music curriculum and has good subject knowledge. She supports the teaching of skills and elements well to promote good achievement, particularly in Key Stage 2. She has developed her own scheme of work to provide progression to match the needs of all pupils.
125. Recorder clubs and instrumental music lessons offer good opportunities for the more able musicians to extend their skills. All pupils learn to play the recorder, many have their own instruments and some play the oboe and keyboard. They read music well, are enthusiastic about their learning and are keen to succeed. Music makes an effective contribution to pupils' social and cultural development. There is a good range of instruments and recorded music to support the teaching of music throughout the school. All these factors contribute successfully to the good standards achieved.

## **PHYSICAL EDUCATION (PE)**

126. All pupils make satisfactory progress and, by the ages of seven and eleven, they attain the standards expected for their age. Pupils with special educational needs also make satisfactory progress attaining the same standards as their peers. Standards in both key stages are similar to those achieved in the previous inspection. Swimming is taught to all pupils and by Year 6 every pupil is able to swim more than the required 25 metres, most up to 800 metres. This is a strength of the PE provision.
127. Pupils in Year 1 learn to respond readily to instructions and understand the importance of warming-up at the beginning of lessons and cooling down at the end. In a games lesson that was observed, pupils tried very hard to improve their individual ball-handling and skipping skills. Pupils made good gains in their learning by the end of the session because the teacher emphasised the importance of hand and eye co-ordination, and showed her high expectations for their performance. Pupils were keen to improve and worked co-operatively with a partner. Pupils at Key Stage 1 visit the Leisure Centre for instruction in gymnastics. They develop ways of linking and extending floor work to mats and apparatus. Adequate provision is made for dance activities, but no lessons were timetabled during the inspection.
128. At Key Stage 2 pupils are aware of the need for suitable clothing and footwear. Boys and girls play a range of games such as football and participate with enthusiasm. All pupils from Year 3 to Year 6 enjoy the provision for outdoor and adventurous activities, in the form of sailing, orienteering and outdoor challenges that involve teamwork and problem solving when on their residential visit nearby. These activities effectively enhance pupils' sporting and social development.
129. The quality of teaching is satisfactory and pupils' learning is enhanced by the additional good skills of coaches at both the swimming pool and in gymnastics. In lessons, pupils respond positively to challenges, behave well and work hard to improve their standards. The supply and quality of resources are satisfactory and the recent building improvements now enable the hall to be used for indoor lessons. A wide range of extra-curricular activities, including sport, dance and sailing, enhances the skills of the good number of pupils who participate. These opportunities also contribute to the good development of pupils' personal and social skills.

## RELIGIOUS EDUCATION

130. Only one lesson was observed during the inspection, but an analysis of pupils' previous work, teachers' planning and classroom displays, and an interview with pupils in Year 6, show that by the end of Year 2 and in Year 6 standards are similar to those judged at the previous inspection and mostly meet the expectations of the locally agreed syllabus. Pupils, including those with special educational needs, make satisfactory progress as they move through the school in gaining the knowledge of Christianity, and two other of the major world religions, and in the development of their reflective and empathetic skills.
131. Much of the work in the youngest class is conducted orally and through hearing stories. Pupils in Key Stage 1 explore the stories from the Bible and they discuss the actions and feelings of people they hear about. They enjoy the stories from the Old Testament, and they beautifully performed the story of Noah's Ark for the rest of the school, who watched absolutely spell bound. They have learned about the sacred stories found in the Hindu religion, such as Brahma and the creation of the world, and are beginning to recognise that people have different special places and special books.
132. This awareness of special times and special places is well promoted so that by Year 6 pupils are aware of the significance of the church to Christians and are beginning to understand meaning of symbols and artefacts in the church. Similarly, through their study of Sikhism, the pupils are gaining an insight into the beliefs of others and the similarities in religions in terms of their use of special documents, artefacts and places of worship.
133. The overall quality of teaching is satisfactory. Teachers effectively promote pupils' positive attitudes to religious education, and they begin to see its relevance in peoples' lives and learn to respect others' points of view. Many opportunities are provided for pupils to reflect on religious ideas and teachings and to relate them to their own experiences, so aiding their understanding. From teachers' planning it could be seen that lessons are usually well planned and first hand experience is often used to promote pupils' interest and greater understanding. Pupils are regularly able to handle and explore religious artefacts, such as those used in the Sikh religion. Unfortunately there is no local gurdwara for them to visit as part of their studies, but pupils in the oldest class, visited two places of worship, the local church and a chapel. The visits had a strong impact on pupils' awareness of how special the places are, which affected the way they behaved and spoke. They realised how different the buildings were in their styles and the different aspects of their use.
134. The planning for religious education meets the requirements of the locally agreed syllabus. Lessons contribute significantly to pupils' spiritual, social, moral and cultural development. Pupils' literacy skills are effectively promoted through their written reports and accounts. Older pupils in Key Stage 2 also have the opportunity to present their work using the computer. During the inspection, for example, they produced an information booklet on either the church or chapel they had visited using the Desktop Publisher programme. There are no whole school formal assessment procedures for religious education other than what is required to report to parents at the end of the school year. The co-ordinator for religious education also teaches most of the religious education at present and so there is a clear link to the locally Agreed Syllabus. Materials from a range of sources are used to support teaching and learning and the school has a very effective loan arrangement with several local schools.