

INSPECTION REPORT

Bude Junior School

Bude

LEA area: Cornwall

Unique reference number: 111949

Headteacher: Ray McCaughey

Reporting inspector: Jon Palk
23630

Dates of inspection: 10th – 13th June 2002

Inspection number: 196541
Full inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2002

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

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

INFORMATION ABOUT THE SCHOOL

Type of school: JUNIOR

School category: community

Age range of pupils: 7 - 11

Gender of pupils: mixed

School address: Broadclose
Bude
Cornwall

Postcode: EX23 8DR

Telephone number: 01288 352 731

Fax number: 01288 359 044

Appropriate authority: Governing Body

Name of chair of governors: Mrs Dorothy Coleman

Date of previous inspection: 16th June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23630	Mr Jon Palk	Registered inspector	Science, geography, history and English as an additional language	The school's results and pupils' achievements. How well pupils are taught. What the school should do to improve further.
11564	Mrs Jean McKay	Lay inspector		Pupils' attitudes values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents.
23917	Mr Tony Clarke	Team inspector	ICT, art and design, design and technology, physical education and special educational needs	
15334	Ms Julie Hooper	Team inspector	English, religious education and equal opportunities	How good are curriculum and other opportunities offered to pupils?
27816	Mr David Morgan	Team inspector	Mathematics and music	How well is the school led and managed?

The inspection contractor was:

Full Circle
The Brow
35 Trewartha Park
Weston Super Mare
North Somerset
BS23 2RT

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

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	12
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	13
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	15
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	16
HOW WELL IS THE SCHOOL LED AND MANAGED?	17
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	18
PART C: SCHOOL DATA AND INDICATORS	19
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	23

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is an average-sized junior school with 319 pupils aged from eight to eleven years old. The school draws its pupils from a mixture of private and rented housing. There is slightly more movement in and out of the school than is typical because of the seasonal employment associated with the seaside resort. There are an average number of pupils entitled to free school meals. There is a small proportion of pupils on the register of special educational needs; eight pupils have a statement for their learning needs, which is broadly average. Pupils with special educational needs have a variety of difficulties, including those with profound learning difficulties and emotional and behavioural needs. A few pupils are from minority ethnic backgrounds; no pupils speak English as an additional language. Pupils' attainment on entry is below average. Pupils are taught in year groups with a mixed Year 3 and 4 and a Year 5 and 6 class.

HOW GOOD THE SCHOOL IS

This is a good school. Pupils are learning well and standards in all subjects are continuing to rise. The teaching is good, with much that is very good. Pupils behave and work well together. The curriculum is broad and offers all children a rich variety of challenges. The head teacher is very good at identifying what needs to improve and managing the staff in the best possible way. There is a strong commitment to improvement shown by all those with management responsibilities. The school gives good value for money.

What the school does well

- There is strong commitment to providing a broad and rich curriculum.
- Pupils achieve above average standards in mathematics.
- The teaching is good; support staff work very effectively to help pupils learn.
- Pupils behave well and are keen to learn.
- There is good personal support for pupils, and those with special educational needs make good progress.
- The head teacher is a very effective leader; good procedures are in place for evaluating effectiveness and there is determination by all staff to do their very best for pupils

What could be improved

- Standards in aspects of geography and music.
- Developing pupils' spoken language.
- Tracking of pupils' progress in science, music and geography.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1997. Since then it has made good progress in dealing with the key issues. Standards are much higher in mathematics, and pupils are making good progress. Standards are also higher in information and communication technology (ICT), art, and design and technology (DT). Teaching and learning are better; teachers have high expectations of pupils, and lessons are very well planned. The statutory requirements to teach religious education are being met well. The curriculum is now very well organised to teach the children the most important skills needed in their education. The head teacher and subject managers have established good systems for identifying the action needed to improve the school and have the ability to continue improving very quickly.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	D	D	D	D	well above average A above average B average C below average D well below average E
mathematics	B	C	B	B	
science	D	D	C	D	

The proportion of pupils achieving expected levels in National Curriculum English tests for eleven-year-olds is average. However, few pupils attain higher levels in writing and this has an impact on the school's overall performance, which is below that of similar schools. Good proportions of pupils exceed average levels in mathematics. Very nearly all pupils attain the expected level in science, but the proportion reaching above average is below that of all schools. Test results show steady improvement in all three subjects that is in keeping with the national trend. Girls are attaining better in English than boys, but there is little difference between their test results in mathematics and science. The school has identified that there is substantial under-achievement by boys in writing when they start school and has implemented effective strategies to raise their attainment.

The standards seen during inspection are broadly average in English and science and exceed those expected in mathematics. The standards in writing are better than last year's test results because teaching is much more focussed on what children need to learn to improve their skills.

Overall, pupils make the progress expected, with many achieving better than expected. Higher attaining pupils achieve well in mathematics because of the careful tracking and good teaching, and make satisfactory progress in reading and writing. Progress in scientific investigation skills is good because they now receive more emphasis. There are a group of average-attaining pupils who do not achieve as much as they should in science and writing because they are not sufficiently challenged in their use of spoken language. Pupils with special educational needs achieve well.

In information and communication technology eleven-year-olds attain expected standards. The standards in swimming and extra-curricular music are high and pupils are meeting the requirements of the locally agreed syllabus for religious education. However, pupils' mapping skills and singing are below those expected of eleven year olds. In all other aspects of their education standards are as expected, and presentation and art are better than typically found.

The school has set realistic and sufficiently challenging targets for attainment based on careful tracking of early attainment.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils show good attitudes. They enjoy learning and manage their time well so that they achieve as much as they should in lessons.
Behaviour, in and out of classrooms	Pupils are well behaved in lessons and around the school. They care for each other and are considerate.
Personal development and relationships	Very good. Pupils are tolerant of each other and respect others' views. They learn well from each other.
Attendance	Satisfactory. In line with national averages.

Pupils respond well to the opportunity to play a full part in helping improve the school. They make a good contribution to the community spirit.

TEACHING AND LEARNING

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

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

Overall, the teaching is good. Sixty lessons were seen during the inspection, of which very nearly all were satisfactory, with two thirds good, very good or excellent. Lessons move at a good pace and are very well planned and set out clearly what each group is to achieve by the end of the lesson. Teachers are enthusiastic about teaching and succeed in motivating all pupils to do their best. The teaching assistants are fully involved, supporting pupils in their work. Pupils are encouraged through the teachers' questions to play a full part in the lessons and there is a great emphasis on practical and small group work that generates good responses from the pupils. There is also some very good marking of work that sets out for pupils what they have achieved and what they could do to get better, but this is not found in all classes. Homework supports the work being done in lessons, but there is not a suitable mechanism for parents to contribute to the overall impact of this on pupils' learning.

Literacy and numeracy skills are taught well. Literacy skills are developed well in other subjects, but not enough emphasis is given on developing pupils' spoken language during the main teaching part of lessons.

Teachers are generally knowledgeable about what they have to teach, and support each other well. This is particularly evident in ICT, science and art. However some teachers are unsure of how to teach singing and there is not enough teaching of mapping skills in geography. This affects pupils' progress.

Teachers manage the behaviour and organise lessons well. The teaching of pupils with special educational needs is good. The individual education plans help teachers and assistants keep track of pupils' progress. Good use is made of the library and other resources such as the local environment.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good and well balanced between subjects. There is good emphasis on planning for key skills in all subjects.
Provision for pupils with special educational needs	Good overall. Pupils are well provided for in lessons and when they are withdrawn from lessons. The teaching assistants provide good support.
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	Good for spiritual, social and moral, which contribute well to personal development. There is satisfactory provision for pupils' awareness of other cultures.
How well the school cares for its pupils	There are good procedures for giving pupils personal support and guidance and tracking their progress in English and mathematics. There is insufficient checking on what pupils can and cannot do in science.

There is a very good range of well-supported clubs. There are also very good opportunities for any pupil to learn to play a musical instrument. However, this leads some pupils to miss lessons and the impact of this on their attainment in these subjects is not being checked. Not all is being done to raise pupils' awareness of the diversity of life in a multi-cultural society. There is an effective partnership with parents, which is strengthened by the approachability of the teachers. There are some lapses in security that have been brought to the attention of the governors.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is very well led and managed. There is a very effective sharing of responsibilities so that all staff are making a contribution to improving children's education.
How well the governors fulfil their responsibilities	Well. They are well informed and maintain strong links with the community.
The school's evaluation of its performance	Effective procedures have been established for checking on how well the school is doing. Very good use is made of performance data and checks on the quality of teaching and learning to set the school's strategic development.
The strategic use of resources	Good use is made of funds to train staff to improve the quality of pupils' learning.

Resources are used well. The governors seek to give best value by closely managing the budget and have retained a contingency to safeguard staffing levels. Staff are deployed effectively and good use is made of additional adults. The small size of the school hall is limiting what can be achieved in some physical education lessons and in drama.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The attitudes and behaviour of pupils.• The opportunities to learn and play musical instruments• The approachability of the hard-working staff.• That the school knows their children well and cares for them.	<ul style="list-style-type: none">• The way the reading partnership is managed.• That they are not always kept fully informed.

The views are those expressed at the parents' meeting, in the questionnaires sent to all parents, and in other discussions held with parents during the inspection. The inspectors agreed with the parents' positive comments. There is a need to strengthen the reading partnership with parents and ensure that information is readily available to parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Overall, standards have risen since the last inspection. Eleven year olds' performance in national tests in the last three years has shown a steady improvement in line with national trends. Results have been at or slightly below the national average.
2. In the National Curriculum tests in 2001 the percentage of pupils reaching average standards were slightly below those of similar schools¹ in English, average in mathematics and above average in science. The proportions of higher attainers were below the average of similar schools in English and science and this means that overall point's scores² are below average in English and average in science. In mathematics the percentage of higher attaining pupils is above that of similar schools and overall point scores are above average.
3. There is some variation between the performance of different groups of pupils. Girls overall attain higher results than boys in English. This is in the main because boys attain less well in the writing test than girls. Higher attainers do well in mathematics and exceed the standards expected. In science there are fewer higher attainers than in other schools. Pupils with special educational needs and lower-attaining pupils achieve well in reading, mathematics and science and are now receiving effective support in writing.
4. Standards on entry to the school are below average in reading and mathematics and well below in writing. The majority of pupils achieve well. There has been some under-achievement by boys in writing that is being tackled effectively. The standards seen during the inspection were better in this area than in last year's test as a result of improved teaching and learning.
5. The inspection found that standards in English are in line with national averages. By the time pupils leave the school the majority speak confidently and listen attentively. They read fluently and many are accurate and enthusiastic readers. Pupils have a secure understanding of how to tackle new words and seek for meaning when they read. They know how to use information books and many read critically. There has been a recent improvement in writing in Years 5 and 6 as a result of the school routinely using assessment information to target individuals and because of an overall improvement in teaching. There is more-intensive support for lower-attaining pupils in response to the test results. Pupils write appropriately for a range of purposes and organise their writing satisfactorily. Handwriting and spelling are broadly typical of eleven-year-olds.
6. Standards in mathematics are good. The majority of pupils have a good base in mathematics. They are particularly good at recalling their tables accurately, use high numbers confidently and use a range of strategies for calculating. Higher-attaining pupils are confident about applying their skills to problems and make good progress. Pupils of all abilities are challenged well and have many opportunities to develop their mathematical thinking and consolidate their skills. In science pupils are knowledgeable about those aspects they have studied, but few reach higher levels because of insufficient application of technical vocabulary. There is insufficient tracking of pupils' development in this aspect of science and higher attainers are not challenged to develop their scientific vocabulary when giving

¹ This paragraph compares the attainment at Bude Junior School with schools that have similar proportions of pupils entitled to free school meals.

² Each level of attainment reached by pupils in National Curriculum tests for eleven-year-olds is given a points value. The overall points scores achieved by pupils at the school is interpreted in comparison with the national average.

explanations. Most pupils carry out experiments in a scientific manner and have an appropriate understanding of a fair test for their age.

7. The school has successfully updated the provision for information and communication technology (ICT), which is now being used well across different subjects. Eleven-year-olds reach the expected standards and are well prepared for the next stage of learning this key skill. This is an improvement since the last inspection and the result of improved subject expertise amongst staff. Standards in religious education have also improved and are meeting the expectations of the agreed syllabus. The school has dealt with teachers' weakness in teaching religious education and more opportunity is provided for pupils to consider issues relating to faith. Throughout the school standards in history, and design and technology, are meeting expectations. Pupils attain above the expected standard in their art and design work because of the staff's expertise. In physical education standards are well above average in swimming and pupils are meeting expectations in other areas. Standards in music are variable. For those receiving extra-curricular teaching, a third of the pupils, standards in performance are above expectations. However, in class music, and in particular singing, standards are below those expected. Whilst in most aspects of geography standards are as expected, pupils' mapping skills are below those of typical eleven-year-olds.

Pupils' attitudes, values and personal development

8. Pupils' attitudes, behaviour and personal development are good, and the school has improved upon this aspect of school life since the last inspection. The quality of the relationships between pupils and between them and all adults throughout the school is very good. This has a positive impact on pupils' personal development and their learning. Parents at the meeting, and those spoken to during the inspection said that their children liked coming to school, and they felt that children are clearly happy and secure. Parents with children new to the school particularly thought they had benefited both socially and educationally.
9. In most lessons pupils are interested and well motivated in their work. They are keen to offer their ideas, which are treated with respect by teachers. Pupils respond enthusiastically to questions and problem-solving activities, and work well independently. Teachers encourage pupils to be fully involved in all aspects of school life. Pupils clearly enjoy taking part in school productions, particularly the musical events in which the school excels, and the wide variety of organised clubs.
10. Behaviour in classes and around school is good overall. Pupils play happily together during lunch and break-times, and are polite and friendly towards visitors. Pupils enjoy talking about their work, their aspirations, and their involvement in the activities provided by the school. They are becoming increasingly responsible for equipment and resources such as musical instruments. Pupils are aware of what needs to be done, and do it without being asked; for example, when getting chairs and opening doors.
11. Pupils spoken to during the inspection had a clear understanding of what to do and whom to seek out if there is any form of bullying. Pupils know the school and class rules, and mainly try to abide by them. There has been one recent exclusion. Pupils strive hard for rewards such as a table tennis session, and are pleased when their efforts are noted. Through class and whole-school assemblies, curriculum lessons and circle times, where personal issues are discussed, pupils are aware of the impact of their actions on others. They show initiative as representatives on the School Council.
12. All staff, including the administrator, librarian, classroom assistants and lunchtime assistants, are good role models. They are helpful, patient and polite, so that the quality of relationships is very good and pupils respond well to the respect shown to them by the adults in the school.

This is reflected in the warm, caring and welcoming ethos. Pupils with special educational needs are as positive in their attitudes, behaviour and response to learning as other pupils. The small numbers of pupils from other ethnic backgrounds are fully integrated into the life and work of the school.

13. Attendance levels are satisfactory and in line with national averages. However, a number of parents continue to take their children on holiday during term time, and these absences have a detrimental effect on the levels of attainment of the pupils concerned. Also, whilst most pupils arrive on time, a minority arrive at lessons late, which has an adverse effect on standards achieved.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

14. The quality of teaching is good. Almost every lesson was satisfactory, with just over a quarter very good or excellent. This is a considerable improvement since the last inspection, when there was no very good teaching and some unsatisfactory lessons.
15. The teachers are hard working and keen to provide stimulating and exciting activities that make learning interesting. They plan their lessons very thoroughly and nearly always incorporate an opportunity for pupils to work together on practical tasks that encourage them to develop a responsibility for their own learning. Lessons are usually just the right length to enable the teacher to incorporate an ending that allows pupils to extend what they have learnt. The teachers' knowledge of what to teach is much better, particularly in English, mathematics, science, religious education, DT and ICT, and supported by very thorough planning guidelines and regular training.
16. The teachers and pupils get on very well together and lessons are typified by good relationships that contribute to pupils working hard. For instance, in a Year 6 art lesson there was an air of real purpose, and expectations were high. The teacher's enthusiasm came through as he supported pupils who were exploring the use of complimentary colours in their paintings of objects. Pupils had tremendous confidence in his calculated responses to their creative efforts which led to some very good compositions.
17. There is very good teaching of basic skills, particularly in literacy and mathematics. Good subject knowledge ensures that the questions teachers ask are sharp and challenging. This was the case in an English lesson with Year 5. The focus of the lesson was to consider the content and structure of persuasive letters. The questions the teacher asked were open and invited thoughtful answers. To check that pupils had grasped the main points she set a timed activity for pupils to work at in pairs, putting an opposing viewpoint. Very good use was then made of a checklist to establish the specific features pupils had incorporated and what was missing. The skilled, confident and flexible way the learning was organised ensured that the lesson was very successful. A similar combination of teaching qualities was evident in a Year 6 mathematics lesson. Higher-attaining pupils were considering the relationship between pi and the circumference of a circle. The teacher could see that the pupils had learnt a value but were unclear about how this had been arrived at. He was well prepared for this and gave the pupils the materials needed to successfully prove the formulae for themselves.
18. Teachers make effective use of assessment. Good use is made of assessment information, where this is available, to group pupils and direct the additional support. Lessons often begin with a useful recap of previous work and what is to be learnt during the lesson. In one good example in a science lesson with Year 5 the teacher revisited the terms 'solid' and 'dissolves', as she was aware that a number of pupils had difficulties understanding these terms in a previous lesson. However, in some lessons the teachers do not elaborate on the language they had identified in their planning, return to it in their plenary or insist on the

correct language during discussions. As a result many pupils continue to give brief, often monosyllabic, answers which narrow discussion. The marking of pupils' work is usually positive and in English refers to pupils' individual targets and gives them clear indications of what they need to improve.

19. Good use is made of resources. For instance, in a Year 3 geography lesson the use of a computerised note pad meant that all pupils could access the information being used and this prompted many questions from them. It also served as a useful tool with which the teacher could illustrate his answers by switching between the diagrams and pictures. In mathematics lessons the use of individual whiteboards enables all pupils to be involved in problem solving and allows the teacher to make regular checks on the strategies pupils are using in their computation. The teaching assistants are used well. They often work with groups of pupils and in the most successful lessons they supplement and enhance the quality of teaching. This was very evident in a Year 3 poetry lesson. During the middle part of the lesson the teaching assistant worked with a group of lower-attaining pupils. She skilfully used a series of cards to help them produce their own humorous two-line poems and through instruction and questioning helped them consolidate their understanding of sounds and knowledge of adjectives.
20. Homework is used well to supplement work in the classroom. In one good example pupils in Year 4 had kept a diary of their meals at home which the teacher used to question volunteers about why their diet might prove to be balanced. However, the reading record books are not used to any purpose and this valuable source of information on pupils' progress is lost.
21. The teaching of instrumental music is of a good quality and the strengths in some pupils' attainment is used well in lessons. However teachers lack confidence in teaching singing and this affects how well pupils' learn. Whilst the teaching of geography is satisfactory there is insufficient information gathered about what pupils have learnt in map work skills. Consequently the planning and teaching for this aspect of geography lacks a sharp enough focus for pupils to make the progress they should.
22. The teaching of pupils with special educational needs is good. All teachers are aware of the pupils on the special-needs register and make reference to providing suitable activities to promote learning. Teaching is informed and attention is given to ensuring that the work set is appropriate and progressive. Good use is made of ICT, particularly in English, when pupils are withdrawn for extra support. The co-ordinator for special educational needs (SENCo) gives good support to pupils when they are withdrawn for individual support. She has good knowledge of techniques, and her encouragement and praise of individuals result in good learning and enhanced self-esteem.

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

23. The school has made considerable improvement since the last inspection, which took a critical view of the range and quality of its curriculum. There was an absence of guidance in some subjects, planning did not take into account pupils' different attainment and there was a lack of monitoring of curriculum plans to ensure that all subjects were taught in line with National Curriculum requirements. These issues have been addressed successfully, and the curriculum is broad and balanced and provides a good quality and range of learning opportunities. Some subjects such as art, history, design and technology, and personal, social and health education (PSHE) provide particularly enriching experiences. This is also the case with extra-curricular opportunities and performances.
24. Policies and schemes of work are in place for all subjects and provide a very good basis for teachers' planning. There is an appropriate religious-education curriculum in place that

meets the requirements of the locally agreed syllabus. The headteacher and co-ordinators monitor planning effectively. Currently, the amount of teaching time is significantly less than that recommended by the government. There is no wasted time and standards are not adversely affected. English and mathematics are given appropriate priority and the school has introduced a programme of work aimed at raising standards in writing, especially those of boys. The school is committed to the inclusion of all pupils so that those with learning needs or physical disabilities have a good level of support to ensure that they are included as far as possible in all activities. However, it was observed that when pupils were withdrawn from classes for activities such as individual music lessons, they missed their entitlement to other areas of the curriculum; for example, religious education and collective worship. Currently this is not being monitored to assess the impact it is having on the attainment of pupils.

25. The quality of the contribution made by the community to pupils' learning is satisfactory and the school often benefits from the support of local sports clubs; for example, the golf club is currently providing free golf lessons for some of the pupils. A good range of educational visits and visitors with specialist expertise also provide very good learning opportunities for the pupils. For example, the visit pupils in Year 5 made to Morwellham Quay gave them experience of life in Victorian times. Relationships with the secondary school and the agencies for training teachers are good and the regular influx of fresh ideas and approaches helps keep the school moving forward. The school's links with the infant school are weak. There is insufficient identification of pupils who are underachieving before they enter the junior school and little shared evaluation of programmes of work that would provide continuity for their learning.
26. The provision for special educational needs is good. It is a strength of the school. Those pupils who have specific learning difficulties in English and mathematics are well provided for through specially-constructed programmes. The provision for those pupils who have behavioural and physical difficulties is equally comprehensive and detailed, and they make the same good progress towards meeting the targets set. They are given very good, skilled assistance by the good number of well-qualified, experienced and committed teaching assistants, both in classrooms and in withdrawal situations. The combined attention of teachers and assistants has a most positive impact upon the good progress that the pupils make.
27. The provision for the pupils' spiritual, moral, social and cultural (SMSC) awareness is good and underpins the ethos of the school. This is a considerable improvement since the last inspection, when spiritual provision was judged to be unsatisfactory and other aspects were sound. The provision for spiritual development is now effectively planned, particularly through collective worship and religious education, history and geography lessons.
28. In assemblies, pupils are frequently given the opportunity to reflect on the wonders of the world; for example, the beautiful sound of a bird singing, and to develop insight into the values and beliefs of others. In classroom discussions pupils listen carefully to each other, and express their thoughts and feelings confidently without fear of derision. In one lesson Year 5 pupils reflected on a series of photographs of a tree taken throughout the year and what similarities these had to the life cycle of humans.
29. The provision for pupils' moral development is good. They are clearly taught the principles of right and wrong, and care of property and the school environment. The school has comprehensive PSHE provision, which includes teaching about moral and social issues. Pupils are encouraged to discuss issues or any worries they may have during Circle Time, designated sessions for promoting their PSHE through whole-class discussion. A very good example of this was observed when the pupils in Year 3 were sharing their thoughts and

ideas, and giving considered reasons for how they would cope with a particular moral issue relating to stealing. Staff are good role models, and the mutual trust and respect that exist between them and the pupils makes a positive contribution to the very good relationships that exist in the school.

30. Social awareness is well promoted through the good range of out-of-school clubs, inter-school sporting activities and the performances the orchestra and choir give outside school; for example, at the homes for old people. These give all pupils the opportunity to socialise outside school and learn how to behave in the wider society. The school council, whose members meet regularly, makes an important contribution to the development of a spirit of citizenship. The members consider their responsibilities to the school community and have thought about what they can contribute to the school. The council has been influential in promoting issues such as ensuring that there is a nominated teacher whom individual pupils can talk to should they have a problem about bullying. Those children who are less fortunate than themselves are remembered too, and pupils frequently raise money to support them.
31. The provision for pupils' cultural development continues to be satisfactory. Frequent opportunities are provided for pupils to appreciate their own culture, through the local environmental studies they make; for example, to the canal and beach. The school provides access to a wider national culture by providing a good number of trips and visits in connection with topics. For example, the pupils in Year 6 in their studies of the work of long-established authors visited a theatre to see a performance of a Shakespeare play. However, the rich diversity of culture within our society is not so well developed. Through literacy, geography, history and religious education pupils learn to appreciate the cultural traditions of others. However, there are too few opportunities made for pupils to further appreciate the art and music of other cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

32. The school cares very well for its pupils. The good provision for pupil's welfare noted at the time of the previous inspection has been maintained. Parents at the meeting, and those spoken to during the inspection, feel that teachers have a very good knowledge of their children, and this helps them in their personal development and academic performance. The school supports the pupils' personal development very well; for example, awards are presented in assemblies and the local press for achievements.

□□□đ□¿□□□□□□□□□□□□□□□□çŸ□□

Bude Junior School - 16

1

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

- Bude Junior School - 17

precise about what pupils need to do to improve. The annual governors' report is clear and informative but omits details about access for disabled pupils.

40. Parents are encouraged to play an active part in the life of the school and many do. There is a strong parent-teacher association whose fund-raising events have helped provide additional equipment, including games for play times as well as lap top computers for class lessons. The father of a pupil recently brought samples of Indian food into school, and another was seen helping to teach crochet work during the week of the inspection. Parents help out at sporting events, on school trips, and in lessons in school, and this parental help makes a significant contribution to the learning of pupils. Parents of pupils with special educational needs spoke highly of the good efforts of the school to improve both educational and behavioural problems. They are involved in setting realistic and achievable targets, and pupils' individual educational plans are informative and up to date.
41. Parents at the meeting expressed concern about the quality of the reading record in some classes, which was found to be unsatisfactory as a point of contact. However, most parents agreed that the amount of homework given was satisfactory and manageable. Parents are pleased with the regular newsletters and the half-termly newsletter, which contains pupils' work and an editorial, but some parents would like more precise information about class groupings, school trips and events. Some of this information was found to be inconsistent as it emanates from more than one source.

HOW WELL IS THE SCHOOL LED AND MANAGED?

42. The leadership and management of the school are very good. The headteacher has a strong commitment to high standards and school improvement, and a clear view of how to achieve this. His considerable experience is reflected in the well-prioritised improvement plan and the management systems. He puts considerable care into how he uses teachers' expertise through the school and ensures all staff are well supported in their teaching. This personal emphasis permeates the school and has resulted in the very effective sharing of ideas and support amongst all the teachers.
43. Since the last inspection the school has responded rigorously to the key issues facing management and implemented good improvements. There has been a significant improvement in the way the work of the school is monitored and evaluated. The deputy headteacher gives the headteacher considerable support, and his particular strengths and responsibilities enable him to play a full and complementary part in taking the school forward. The temporary arrangements for the co-ordination of mathematics and English have proved to be very effective. They effectively monitor the quality of teaching in their subjects and use this information to draw up appropriate action plans. The acting SENCo is very experienced, enthusiastic and most diligent in her co-ordinating role. The co-ordinator liaises well with fellow teachers and support staff, and is in regular contact with concerned external agencies. Senior managers are using the information about pupil performance to seek to further improve the pace of development and raise standards. The school has set appropriate priorities for improvement, and has the capacity and determination to succeed, and a coherent plan of action to which all staff are committed.
44. The mandatory arrangements for the performance management of all teachers are in place and make a considerable contribution to improving the expertise of teachers. Combined with the systematic approach to staff development, a strong sense of teamwork pervades the school. There is keenness, shared by all teaching and support staff to extend their professional knowledge and understanding.

45. The school's published aims and values are fully supported and have contributed to the very good commitment to high standards and good relationships. All children are valued equally and are able to share the opportunities that the school offers.
46. The governing body is much more effective and more fully involved in the work of the school. A nucleus of governors provides good support for the school and has a good overview of the school's strengths and weaknesses. However, there are a number of recently appointed governors who do not yet have the confidence to involve themselves in setting the strategic direction of the school. The finance committee plays an active role in the setting and monitoring of the budget and offers specialist advice to the headteacher as required.
47. The school's financial planning is good overall and effectively supports the priorities for improvement. Budget-planning arrangements for funding the school improvement plan are good but are not clearly spelt out in the documentation and make it difficult for the management to judge value for money. There is good use of resources and there is a clear link between the school's priorities for action and the pattern of resource allocation. Again, this is very evident in the allocation of resources for ICT and the strategic decision to employ more special-needs assistants.
48. The teachers are making good use of new technology, mainly computers, to improve the quality of education in the school. This is an improvement since the last inspection.
49. The inspection team judged the accommodation to be satisfactory. As was stated at the time of the last inspection the building is tight on space, especially the hall, which restricts the full development of pupils during physical education. Since the last inspection, however, the school has developed a very attractive outdoor sports area, which has a hard surface. The site manager and her staff maintain a very clean environment in which pupils can work. The school library is an attractive area that is well used by all pupils in the school. Ease of access and a very good selection of non-fiction books to support personal research are very much appreciated by pupils, who feel that the library has an inviting and stimulating atmosphere. The school makes good use of the local environment as a resource for learning.
50. Although there are no newly qualified teachers in the school, its arrangements for support of these teachers and those who are new to the school are good, and include the monitoring and support of those in their second year of teaching.
51. The school adheres well to the principles of 'best value', and the governors monitor the process carefully. All major works are offered to tender, minor improvements are carefully prioritised and comprehensive discussions take place between all relevant parties before decisions are made.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

52. In order to continue to raise standards and improve the quality of education the governing body, working closely with the head teacher, should:-
 - (1) raise standards in geography mapping skills and singing by ensuring that they are given a higher priority in subject lessons and improving teaching; paragraph 7, 90, 104 and 110
 - (2) provide more focus on developing pupils' vocabulary by planning systematically for new language to be used; giving greater emphasis to speaking skills in lessons; ensuring that pupils' reading books are extending and challenging their vocabulary; paragraphs 6, 18, 55, 59, 73, 74 and 80

- (3) improve procedures for assessing pupils' attainment in order to track pupils' attainment and progress, particularly in science, music and geography. Paragraph 36, 77, 92 and 107

53. Minor issues

- Monitoring the impact on pupils' learning that results from being withdrawn from lessons. (24, 109)
- Raising pupils' understanding of other cultures through art and music. (31, 80 and 107)
- Improve the parental partnership in learning by introducing an effective home-school record; improve the reporting of pupils' attainment and establish a consistent approach to sharing their targets with parents; ensure that other information is conveyed clearly. (21, 39, 41)
- Enhancing links with the infant school to provide continuity in pupils' learning. (25)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	60
Number of discussions with staff, governors, other adults and pupils	44

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	15	22	18	1	0	0
Percentage	3	26	38	31	2	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

Information about the school's pupils

Pupils on the school's roll	Y3-Y6
Number of pupils on the school's roll (FTE for part-time pupils)	312
Number of full-time pupils known to be eligible for free school meals	36
Special educational needs	Y3-Y6
Number of pupils with statements of special educational needs	8
Number of pupils on the school's special educational needs register	51
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	31
Pupils who left the school other than at the usual time of leaving	17

Attendance

Authorised absence

	%
School data	5.4
National comparative data	5.6

Unauthorised absence

	%
School data	0.5
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	42	39	81

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	30	31	40
	Girls	30	29	37
	Total	60	60	77
Percentage of pupils at NC level 4 or above	School	74 (68)	74 (69)	95 (80)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	32	37
	Girls	29	31	32
	Total	48	63	69
Percentage of pupils at NC level 4 or above	School	59 (64)	78 (68)	85 (68)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	1
Chinese	1
White	310
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	12.6
Number of pupils per qualified teacher	25
Average class size	31

Education support staff: Y3 – Y6

Total number of education support staff	12
Total aggregate hours worked per week	186

--	--

FTE means full-time equivalent.

Financial information

Financial year	‘01-‘02
----------------	---------

	£
Total income	586773
Total expenditure	572888
Expenditure per pupil	1849
Balance brought forward from previous year	66080
Balance carried forward to next year	79965 ³

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	3

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

³ This amount exceeds current recommendations. The contingency has been set aside to maintain current pupil teacher ratios over the next two years when pupil numbers are predicted to fall.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	310
Number of questionnaires returned	116

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	47	48	3	1	1
My child is making good progress in school.	41	47	6	3	3
Behaviour in the school is good.	34	53	9	1	3
My child gets the right amount of work to do at home.	30	55	9	3	3
The teaching is good.	50	38	7	2	3
I am kept well informed about how my child is getting on.	37	43	13	5	2
I would feel comfortable about approaching the school with questions or a problem.	59	34	5	2	1
The school expects my child to work hard and achieve his or her best.	47	41	9	1	3
The school works closely with parents.	31	48	14	6	1
The school is well led and managed.	38	46	7	3	6
The school is helping my child become mature and responsible.	41	47	5	3	5
The school provides an interesting range of activities outside lessons.	41	42	6	6	4

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

ENGLISH

54. Attainment is broadly in line with the national average for eleven-year-olds. Standards have improved steadily since the last inspection and have kept pace with the national trend. Standards in writing have generally been below average but have improved over the last two years and are comparable with those for most eleven-year-olds.
55. When pupils enter the school they lack confidence in speaking and their skills are below expectations. The speaking and listening skills of pupils get better as they move through the school, so that by the time they leave school the standards they attain are average. However, a few pupils in all age groups display above-average standards in speaking and listening. Younger pupils are often reticent to talk in whole-class lessons and do not always find it easy to express their thoughts particularly in response to the teachers' questioning. Most of the older pupils, however, speak and communicate their thoughts and feelings clearly and use an increasingly wide vocabulary to convey their ideas. Many average-attaining pupils do not use technical vocabulary as they might despite the teachers identifying this in their planning. Most teachers are good role models and speak clearly, enunciating their words properly. They also value the contributions pupils make when answering questions or making comments, giving them greater confidence. Pupils often improve their speaking skills through group and class discussions. For example, pupils in a Year 5 lesson took part in a debate about right and wrong. They shared their thoughts and ideas, and gave considered opinions on how they would cope with the situation if they had seen their best friend stealing. However there is no systematic approach to teaching these skills to ensure all pupils benefit from these opportunities.
56. Pupils' reading skills are generally below average on entry. They do well and attain satisfactory standards. Most pupils read a variety of appropriate texts, and use non-fiction books effectively for research in their topic work. Library skills are well developed and most pupils are very familiar with the Dewey system used for cataloguing non-fiction books. In a very successful lesson in the library, pupils in Year 4 studied the use of persuasive writing and found out how publishers used this on the back of book covers to sell fiction and non-fiction books. Most pupils talk about index and contents pages, know their purpose and use them confidently. Pupils, especially the older ones, extend these skills well by undertaking independent research in the library, often supported effectively by the librarian. Pupils are relaxed and generally confident readers when reading from texts appropriate to their ability. Lower-attaining pupils make good use of letter sounds to help them tackle words that are unfamiliar. Higher-attaining pupils read accurately from increasingly difficult books. Many eleven-year-olds talk knowledgeably about characters in the stories they have read and discuss other stories they have heard. These pupils' skills at judging what comes next in stories are good. Most eleven-year-olds are fluent readers and show a good understanding of the text. For instance, a higher attaining pupil gave a clear, succinct précis of a story she had read. Pupils confidently discuss the books they enjoy and their preferred authors. Many borrow books from the public library to supplement their reading at school.
57. Writing skills are less well developed and although most pupils in Years 6 are likely to attain the expected standards for their age, below average proportions are likely to achieve beyond this, especially boys. Pupils enter with well below average standards and consequently the development of basic writing skills is a focus for development. In the literacy hour, pupils develop their writing skills appropriately and learn to write for different purposes and audiences. The pupils in a Year 3 lesson studied the features that made poetry humorous. Most thoroughly enjoyed making up their own versions of a poem in the style of 'Solomon

Grundy' and some of the higher-attaining pupils used alliteration effectively in their poems. At the end of the lesson, pupils shared their poems with the rest of the class and many recognised the specific rhythm of the poems and what made them funny. In a Year 4 lesson the pupils were learning that advertisements are a form of persuasive writing. The teacher effectively promoted pupils' understanding of exclamation and the associated punctuation, and they went on to organise their writing accurately. In another lesson the teacher skilfully used a framework for Year 5 pupils to check the organisation of their writing. This was of particular benefit to average-attaining boys, who added 'emotive words' and 'rhetorical questions' to improve their persuasive letters. Eleven-year-olds have a satisfactory understanding of what makes a good story. In a particularly effective lesson with pupils in Year 6 the teacher established a good link with earlier work on the Victorian times to develop the characters in a short story, with a particular focus on how these had changed by the end of the story. Overall, standards of spelling and grammar are satisfactory. Throughout the school, pupils use dictionaries competently to help with their spellings. Younger pupils especially use the teaching and learning aids displayed on the walls to help them. Work in books and on display shows that most Year 3 pupils write in sentences, and put capital letters and full stops in the correct places, and higher-attaining pupils punctuate direct speech correctly. Pupils in Years 5 and 6 show that they are familiar with correct punctuation, direct speech, rhyming and emotive words, and many use them confidently in their work. Many pupils take a pride in their written work, presenting final copies tidily in a neat, cursive style.

58. Overall, the pupils with special educational needs make good progress in relation to their prior attainment with work that is matched to their particular needs. This good progress and achievement are frequently due to the very good support the well-informed learning-support assistants give to these pupils.
59. The quality of teaching is good across the school and as a result most pupils achieve well and maintain a consistent rate of learning. Most teachers plan their lessons in line with the requirements of the national literacy strategy and have a good understanding of what they want pupils to learn. In the introductions to lessons, teachers often use skilful questioning techniques to revise and review work covered in previous lessons and they value the contributions made by their pupils. In these lessons teachers also build effectively on pupils' enthusiasm for their work and eagerness to learn, so that pupils sustain concentration even when not directly supervised by an adult. However, teachers do not always provide opportunities in whole-class activities to develop speaking skills, and in some lessons; for example, science, they do not sufficiently promote the vocabulary associated with the subject. Most teachers monitor pupils' reading carefully through the guided reading sessions and, in the case of the younger pupils, to some extent through their independent reading. Most pupils change their reading and library books with the help of the librarian. However, there is no systematic approach to ensure that pupils are reading books appropriate to their level of ability and understanding and, in the case of older pupils, ensuring that there is guidance towards a wider range of appropriate reading material. This was very evident in a guided reading lesson with Year 5 pupils. Those pupils not reading as a group with the class teacher did not show a commitment to reading and wasted time as they continually went to choose other books to read. This was mainly because some had chosen very simple books to read and finished them quickly, and others had not considered their choice carefully enough; as a result the pace of learning was slow. Also, there are no home/school reading record books for giving parents guidance and the opportunity to develop their children's reading through practice at home.
60. Currently the co-ordinator is away on long-term sickness leave. However, because of the good practice established by her, the teacher who is managing the subject in her absence has been able to continue to develop the subject effectively. The national literacy strategy is

securely established, with good practice evident in most classes. Literacy skills are being developed well in ICT through word processing and researching information. The development of pupils' reading and writing skills are well planned into history, geography and religious education lessons through an appropriate choice of reading materials and writing tasks. The school is working towards raising standards in writing throughout the school, as national assessment test results have not shown the same improvement as in reading. As a result the school has introduced within the literacy lessons a programme of work developed by the local education authority, which is aimed at raising standards in writing, especially those of boys. Teachers have had comprehensive training in this and are using the programme enthusiastically as they can see that this systematic way of developing writing is already raising standards. Assessment procedures are good and most teachers know what their pupils can do, and this knowledge is generally used effectively to provide appropriate work to challenge all pupils. Over the last three years, the headteacher, the co-ordinator and outside agencies have undertaken monitoring of the effects of the national literacy strategy on pupils' attainment through direct classroom observation. The school is fortunate to have a well-stocked library and a librarian who manages it very well. She also makes an effective contribution to pupils' learning, helping teachers with their lessons in the library and using her expertise to develop pupils' library skills.

MATHEMATICS

61. Eleven-year-olds attain standards above those expected in numeracy and all areas of mathematics (number, algebra, space, shape and measures, and data handling). The results of the national tests for 2001 support this finding. Standards have consistently improved over the last four years, and early signs indicate that this year's national test results will show further improvement. More-able pupils have good opportunities to extend their achievements. Pupils with special educational needs are fully included in all areas of numeracy and mathematics, are well supported by the classroom assistants and make good progress. There is no evidence of significant difference between the performance of girls and boys. Children in all years and in all ability groups make good progress in mathematics, and some of the higher-attaining pupils in Year 6 make very good progress.
62. Most seven-year-olds round numbers up to 1000 to the nearest 10. They partition numbers to 1000 and know the value of each digit. They estimate when totalling, by adding the nearest multiples of 10. They use rulers to measure to the nearest half centimetre and understand perimeters. Year 4 pupils know their 2, 3, 4, 5 and 10 times tables and some know most of their tables. They understand lines of symmetry, and know equivalent fractions involving halves, quarters, thirds and sixths. They construct bar charts to represent data they have collected.
63. Most ten-year-olds know all their tables, and the higher attainers know the equivalents of simple vulgar fractions in decimal fractions and percentages. They estimate the sum of two four-digit numbers and accurately multiply three-digit numbers by a single digit. They measure angles in irregular quadrilaterals and identify acute, obtuse, and reflex angles.
64. By the age of eleven most pupils know all their multiplication tables. They multiply three-digit numbers by two and understand place value well. These skills are applied to a range of problems, including the area of regular and irregular shapes, weight, money, length and capacity. They understand the square and square root and use simple algebraic formulae such as the area of a triangle equals $\frac{1}{2} (h \times b)$. They identify equilateral, right angle and scalene triangles, and understand that the angles of a triangle add up to 180 degrees. Higher-attaining pupils have achieved levels of mathematical ability substantially above those expected for pupils of this age group. They design investigations and a range of strategies to solve problems such as how to calculate the area of a regular polygon and know how to

explore the relationship between pi and the circumference of a circle. They show good understanding, creative and logical thinking, and sensible conjecturing as they approach such problems.

65. Pupils throughout the school are trained to make sensible estimates to check that the results of their calculations are in the appropriate range. All pupils are encouraged to think mathematically and to devise efficient strategies for calculation that improve their ability and confidence in numeracy.
66. The teaching of numeracy and mathematics is good overall and some examples of very good teaching were seen. All teachers seen are confidently applying the numeracy strategy to their teaching. Lessons begin with mental agility exercises that involve all pupils. This was least effective when examples were too limiting to challenge the needs of all pupils. In the main activities, teachers encourage pupils to develop a range of strategies for problem solving in addition to standard methods. Where the teaching was very good, the teachers planned in good detail, clearly identifying precisely what the children must learn, and proceed methodically using a step-by-step approach. This results in most pupils making good progress in their understanding of mathematics. In a few lessons too much of the teaching was directed at the whole class, instead of teaching particular ability groups according to their particular needs. Teachers use a good range of appropriate vocabulary during the lessons, and encourage pupils to discuss their mathematical ideas in order to strengthen their mathematical thinking. However, many pupils still find it difficult to express their thoughts in words. In the final part of the lessons, when all the groups come together, there were some good examples of reflection and reviewing of what had been learned in the lessons, and some teachers developed these ideas well in order to extend the pupils' understanding.
67. Teachers do not rely on a single mathematics scheme, but use a variety of resources including calculators (when appropriate) and computers. This enhances the opportunities for pupils to develop good understanding and sound mathematical thinking.
68. Pupils are set into groups that roughly correspond to their previous achievements in mathematics, and in Years 5 and 6 an extra teacher ensures that group sizes are smaller and teaching has the most impact. This has enabled teachers to direct their teaching more closely to the particular needs of the children, with a corresponding rise in standards. The level of work given to pupils in the two mixed age-groups is carefully planned and all pupils are challenged appropriately to their abilities, resulting in good progress.
69. The subject leader for mathematics has been very successful in her leadership and management of the subject, and in particular her overview of the numeracy strategy. She has given the teachers a strong lead in the change to this new style of teaching, has given very good support in the form of training and advice, and has set high standards in her own teaching. This has resulted in a confident approach to the teaching of mathematics throughout the school. She has monitored and assessed pupils' work regularly and analysed areas of learning that have not been successful and require more attention. This information has guided future planning.
70. The national numeracy strategy has been successfully implemented, but teachers need to consolidate the skills acquired. The school has identified that the children in the lower half of the ability range may be capable of even more progress, and are targeting the group with additional support.
71. The school has made a good improvement since the last inspection, standards continue to rise and appropriate and manageable targets have been set for further improvement.

SCIENCE

72. By the age of eleven, pupils' standards are average. Their attainment in science tests have been rising over the last four years as a result of clearer guidelines to support teachers' planning; the improvement has been better than the national trend. Almost all pupils reach average standards. However, the proportion attaining above average is below expectations. This is a similar picture to that of the last inspection. The attainment on entry is below average in science and these findings indicate good gains in pupil's scientific knowledge, understanding and investigative skills.
73. The subject manager, following a careful analysis of the test papers, made effective changes to the scheme of work, which have improved pupils' learning. There is a greater emphasis on pupils undertaking their own experiments and investigating for themselves. Teachers' planning for this area is of good quality and pupils are introduced systematically to the skills needed to carry out experiments. As a consequence the inspection found standards to be better in pupils' enquiry skills than last year's test results show. However, average and higher-attaining pupils do not use technical vocabulary accurately and this is a weakness when they are explaining what they have found out.
74. By the age of eleven, pupils carry out an investigation into how sound can be muffled and have the skills needed to record and compare their results in tables and charts. Most appreciate that air acts as an insulator and that the density of some material affects how well we hear through it. Most pupils interpret graphs that plot the use of electricity at different times of the day and year, and speculate on why consumption rises at different times. During their experiments into separating materials, few pupils use the correct terms when explaining how they might separate one material from another. Pupils' explanations of why results were different in an experiment into force lacked the vocabulary associated with higher attainers.
75. Pupils' scientific knowledge is good. Nine-year-olds know the main food groups and relate what they have eaten during the day to these. A small numbers of high attainers' use the technical terms 'roughage', 'calcium' and 'dehydrate' when outlining what makes a healthy diet. Pupils across the key stage have a good understanding of what a fair test is. In a lesson to establish what affects how well a solid dissolves, pupils are guided by a well thought-out planning sheet. This allows lower-attaining pupils to proceed through the experiment at a good pace. They give good reasons as to what might constitute the variables that they would need to control and carried out the experiment methodically.
76. Teaching is good and has improved since the last inspection. Teachers' subject knowledge is satisfactory and most teachers raise questions that challenge the pupils to think more deeply. However, when more penetrating or challenging questions are raised it is often only a few pupils who respond, and teachers are unsure how to guide their thinking to help clarify their understanding and involve more pupils in discussion. There is a good emphasis on extending pupils' knowledge through practical work, and what is planned is catering well for most pupils' needs. In a successful lesson in Year 3 pupils undertook a close mapping of their teeth, using a mirror and diagrams. Their interest was high and the discussions were guided well by the teacher to ensure that pupils learnt about the different functions of the teeth. An interesting display of animal jawbones gave pupils further practical experience of matching teeth design to function. The question sheet was a good mechanism for following up the lessons. The teachers prepare well for the lessons, with good emphasis on ensuring that there is enough equipment for all pupils to play a full part in the practical work. This has been made possible because there are more resources to support teaching. Teachers focus on close observational skills and careful recording and this is helping to raise attainment. In the better lessons teachers draw attention to the vocabulary that will be used and refer to it in the lesson, but too many teachers are not precise enough in the way they use scientific

vocabulary with the pupils and this is limiting the achievement of higher attainers. The marking of pupils' work is good and seeks to raise the level of their thinking.

77. Co-ordination of the subject is sound. There is good emphasis on improving the teaching of investigative science across the school and systematic monitoring of the effectiveness of planning across the year groups. Resources have been improved. The lack of regular assessment in science, particularly of investigative skills and pupils' use of scientific vocabulary, has still to be addressed since the last inspection. Neither has the school identified who the higher attainers are and what they will need to do to reach higher standards.

ART AND DESIGN

78. It was possible to observe two art lessons during the inspection. Judgements about attainment and progress are based on those lessons seen, along with the scrutiny of work around the school, an analysis of pupils' work and teachers' planning.
79. Pupils, including those who find learning difficult, achieve well and by the end of Year 6 attain standards above those expected for their age. This represents an improvement since the last report. The raising of standards owes much to the overall enthusiasm for developing art and to the effective management of the subject.
80. All pupils are given the opportunity to draw from direct observation, and throughout the school pupils are introduced to the work of famous artists. However, their experiences are limited to European art, and the opportunity to develop an understanding of art from different cultures is missed. Pupils in Year 3 and Year 4 use photographs to interpret and draw images reflecting emotions such as happiness, confusion and boredom. They paint and print leaf patterns on paper and card. In one Year 4 class pupils paint colourful and evocative images inspired by a visit to the Eden Project. Good links with literacy were made when two pupils wrote a poem on the use of the senses to go alongside their paintings. 'Calm glittering waterfall tumbles down like a death slide. You can hear the splashing of the glittering waterfall. The bright, dazzling colours of the plants smelling so sweet and fresh. Under your feet it is rough and stony.' In Years 5 and 6, pupils explore the techniques of sketching from direct observation to achieve a sense of composition and emphasise the effects of light and shade. In activities linked to a topic on Victorian life pupils draw objects such as miners' lamps and flat irons and paint in the style of nineteenth-century artists such as Monet and Van Gogh.
81. Displays are of good quality and enhance both the learning environment and the standing of art throughout the school. Work on show indicates that pupils have experience of a range of media. They use pencils, charcoal paint and pastels in two- and three-dimensional work. Textiles are used; for example, when pupils use Batik-style wax-resist techniques to create good-quality fabric prints based on their own designs. A very attractive display of work done by pupils in a special class consists of using wool winding to create good-quality, colourful seascapes.
82. As only two lessons were observed a secure judgement on teaching cannot be made. However, the standards achieved indicate that the quality of teaching is likely to be good. In the lessons seen good use is made of visual resources, and the teachers have good subject knowledge. They encourage pupils to make careful observations of the texture, shadows and hues of the subject matter. The maxim 'A Japanese artist may look for ten minutes before drawing one line', is well demonstrated by pupils preparing to work on their sketches. Pupils are encouraged to work purposefully and at a good pace but never to rush their compositions.

Individual pupils' efforts are warmly acknowledged and pertinent questioning focuses their attention.

83. The subject manager has recently been appointed as a permanent member of the teaching staff. He is well qualified and very enthusiastic, and has a clear vision for the development of art within the school. Collaborative art, three-dimensional art and displays are prioritised, with a greater involvement of local artists and craftspeople. Teachers record the effectiveness of lessons, and have started to compare the pupils' attainment in relation to national attainment expectations by collecting examples of artwork through the school. This is helping teachers identify what skills pupils need to learn next to make the best progress.

DESIGN AND TECHNOLOGY

84. One lesson was seen during the inspection. However, from the work on display, from photographic evidence, and from interviews with the subject manager and pupils it is judged that standards are in line with expectations. This represents good progress by all pupils, including those with special educational needs, since the last inspection. Insufficient evidence was available to make a secure judgement on the quality of teaching.
85. Pupils design and make good quality seed envelopes, hats, patchwork cushions and picture frames. Good stitching and the use of a range of attractive materials result in the creation of well-designed bags and money holders. In food technology there are effective cross-cultural links when pupils make karah parsad as part of a topic on India. They consider further the recipe for chicken tikka masala and Indian ice cream. Good links with literacy are made when pupils design information leaflets about health issues and holiday resorts. Effective links are made with science when pupils in Years 5 and 6 design and make a bridge to support a 500g weight. They apply their understanding of axles, cams and pulleys well when making and evaluating motorised and wind-powered vehicles. In good cross-curricular/subject activities pupils in Year 4 design and make sandals and shields to link with a Greek topic, and Year 5 pupils show appropriate skills when designing and making cross-stitch samplers as part of their topic on the Victorians.
86. In the one well-taught design and technology lesson in Year 5, pupils used their understanding of a balanced diet when designing 'The perfect pasty.' They made appropriate use of labelled diagrams as they drew their designs. Pupils confidently discussed the problems arising from preparing and cooking a number of different ingredients within one casing. Lower-attaining pupils and those with special educational needs make similar good progress to the other pupils in the class because of the patient support from the class teacher.
87. The enthusiastic and diligent co-ordinator for design and technology has overseen the development of an appropriate policy and has done much to raise the profile of the subject. He has a good understanding of the subject, manages it very well and views its practical nature as being motivational to both the able and the less-able pupils. Planning is based on the local authority scheme of work and supplemented with national guidance. This is an improvement since the last inspection, when a key issue was to develop a co-ordinated scheme of work. Resources for design and technology are satisfactory; they are readily accessible in designated practical areas. These include ovens in each of the four practical areas and a cooking trolley, which ensures that the cooking aspect of food technology regularly takes place.

GEOGRAPHY

88. Standards are much as they were at the last inspection and eleven year olds are broadly meeting expectations. Since then there have been three subject co-ordinators and few checks on the quality of teaching and learning. Standards and pupils' attainment has developed on an ad hoc basis.
89. By the age of eleven, pupils have a secure knowledge and understanding of the countries and continents, and successfully compare and contrast the location of one with another. In a study of the river Amazon pupils used their knowledge of the different stages of a river and developed this when writing poems 'By the river bank'. They showed a good understanding of the interdependency between the river and people, and used an appropriate vocabulary when describing the stages. Their studies about life in Chembolkoli showed a sound use of well-chosen resources and a good grasp of the reasons why some developments would improve the lives of inhabitants.
90. By contrast the pupils' experience of using maps is a weaker area of the work. This is because teachers do not plan it consistently enough. Pupils in Year 3 use simple keys when completing a large-scale local map. They identify their school and describe the route to the lighthouse, whilst nine-year-olds have successfully included four-figure grid references when identifying settlements outside their local area. However, in a Year 6 lesson many pupils could not orientate their local map or identify key features such as the river, and had difficulty describing which direction a photograph had been taken from. Four-figure grid references were beyond the experience of many pupils.
91. This apart teaching is effective. The teaching motivates pupils, who apply themselves well and show great interest in their work. This was well illustrated in one Year 3 lesson when the teaching focused on how the environment could be changed for the better. Pupils carefully considered information obtained from a web site about rainfall in the south-west and pictures of recent floods. They determined what could be done to lessen their impact. The teacher used a good mix of questions, prompting and explaining to get the pupils to consider both the effect of wind on the weather and its impact on rainfall. This good work was brought to life in a visit to the local canal where pupils in another Year 3 class successfully found evidence of human impact on the environment.
92. The subject has undergone a number of changes in leadership and this affects the school's capacity to focus on the need to develop geographical skills consistently. Teachers do not assess pupils' work as regularly as they should and this results in some gaps in their knowledge and this has a detrimental affect on achievement. The planning has been improved to ensure that pupils develop their geographical knowledge through using a range of skills. However, there has not been enough attention paid to checking that teachers' planning develops these skills systematically.
93. The subject continues to provide good opportunities for pupils to learn about how other people live, and the resources used succeed in countering stereotypical views about developing countries. There are good resources available and some good use is made of computers in presenting information.

HISTORY

94. Standards are meeting expectations. This is a similar picture to that described in the last inspection. Teachers are now better at planning their lessons and are clear about what they want pupils to learn. The guidelines introduced after the last inspection have given pupils

more opportunity to develop key skills such as interpreting evidence and this is now a good aspect of the subject.

95. Eleven-year-olds have a sound knowledge of key dates, periods and events in British history. They develop and use this well when they explore the physical and social features that influenced the development of Bude. Most of the pupils were aware of how inventions such as the railways and bridge building created the social change that brought more people to the area. Many recognise the continuing legacy of the Victorian age in the buildings and names of streets and parks.
96. Only one lesson was observed. The teaching was satisfactory. There was a well-prepared work sheet to challenge pupils' enquiry skills and encourage them to evaluate their findings in the questions set. Using a range of Victorian household objects the pupils found answers to the questions 'What is the object made from?' and 'Where in the Victorian house would it be found?' Pupils had to justify their answers and many gave plausible reasons that demonstrated a good understanding of domestic life at the time.
97. Pupils have very good attitudes towards studying history. This is helped by the well-organised and good-quality resources the school has to support all the topics. Pupils find it easy to access the information they need from both library books and the Internet. In this way they make good use of their reading skills. History supports the development of reading and writing well. In most topics the teacher uses texts from the history material as a focus for the literacy lessons, and plans the writing demands around the literacy programme. For example, when writing about life as factory worker, pupils learnt how to do so with emotion.
98. The subject has developed well. The co-ordinator has reviewed the planning framework, a strong structure in itself, in the light of recent national guidance and has also developed the links with the strategy for teaching literacy. Teaching is largely monitored through the planning, but a useful feature has been to incorporate an assessment at the end of each lesson. This usually takes the form of a key question such as 'How do we use the ancient Greeks' ideas today?' This has sharpened teachers' skills and provides a useful platform to further develop assessment.

INFORMATION AND COMMUNICATION TECHNOLOGY

99. The last inspection judged standards in ICT to be below national expectation. Considerable improvements have been made in the last few years with the establishment of computer bases and a substantial upgrade to the hardware and software available for all teaching staff and pupils. As a result of the good management of these resources and the good quality of teaching and support, standards of attainment have improved significantly, so pupils in Year 6 attain average standards.
100. Year 3 pupils learn how to create databases of class details and understand how information can be quickly retrieved. In Years 4, 5 and 6 pupils are using computers regularly to support learning in English and mathematics, although overall this is underdeveloped. Pupils download information from the Internet to support work on India and Egypt in geography and on the Victorians in history. Year 4 pupils create bar graphs, pie charts and scatter graphs as a means of presenting information clearly in mathematics. Year 6 pupils create good spreadsheets, and use programmes effectively to illustrate information and compose multi-media presentations and newspaper reports. One group of Year 6 were taught effectively by the teaching assistant to successfully programme lighting sequences in traffic lights and a model lighthouse.

101. Many pupils enter the school with very little experience of using computers and many do not have access to them at home. Pupils, including those with special needs, make good progress throughout the school in developing ICT skills because of well-informed teaching and patient support.
102. The quality of teaching observed is good overall. Through their on-going training teachers are developing a secure knowledge and understanding of the subject. This increases their confidence and enables them to set clear tasks for the pupils and give easily understood explanations of what the pupils are expected to learn. Lessons are appropriately planned with some good links made to other subjects, but currently the use of ICT to support English and mathematics is underdeveloped. Teachers make good use of word processing and encourage the technical vocabulary of ICT, which helps pupils' understanding of the subject. Good use is made of interactive tablets, laptop computers and projectors to support learning. The very good support given in class and to withdrawn groups by the ICT teaching assistant is central to the good progress being made.
103. There is good management of ICT by the well-informed and enthusiastic subject manager. On behalf of the school, the governors, headteacher and staff have made a considerable commitment to improving provision for ICT. Funding has been used well to provide well-equipped bays with good-quality machines and printers. Laptop computers, interactive tablets, a control box and various software programs enhance the provision. The manager gives very good support to teachers and has developed an appropriate assessment procedure. The school is well placed to make further improvements to the standards in ICT.

MUSIC

104. The main feature of the music in the school is the very good extra-curricular opportunities, which have enabled pupils to reach high standards of instrument, choral and ensemble playing. However, pupils' achievements in class music are below those expected.
105. Singing in assemblies is poor, with a large number of pupils singing out of tune. Those that do sing do so enthusiastically and show dynamic variety when prompted.
106. They are given good opportunities to listen to recorded music and live music by their peers, although the quality of the listening is reduced when it is used as a background to other pupils entering or leaving assembly.
107. Only one music lesson was observed during the inspection, which featured very good opportunities for some pupils in Years 3 and 4 to play a good range of percussion instruments, and to compose short pieces of music in groups that would convey either a sad or happy mood. This was achieved very successfully and some of the resulting pieces showed most appropriate and individual ideas. This experience provided a good foundation for their later composing. The school is very fortunate to have a number of musicians on the staff who all contribute to the musical education of the pupils. However, there has been insufficient whole-school in-service training and monitoring of teaching to ensure that there is consistent and progressive practice throughout the school, which results in unsatisfactory standards in singing by the end of Year 6. Whilst music in the school makes a good contribution to the pupils' understanding of their own culture, there is little evidence that it makes a substantial contribution to their multi-cultural education.
108. The school's emphasis on extra-curricular music has been very successful and benefits pupil's personal development and brings additional expertise into class lessons. All pupils are given the opportunity to receive subsidised instrumental music lessons from county staff in the flute, clarinet, saxophone, violin, percussion and keyboard. Nearly a third of the pupils

have taken up this opportunity, enriching the whole ethos of the school. The school orchestra makes a very pleasing sound and regularly performs to the whole school, the neighbouring infant school, and a number of groups in the wider community. They are very well trained and conducted by a teacher who puts considerable effort into arranging and writing music especially for them. She encourages them to play musically, provides expert support, and has an excellent relationship with them. These factors ensure that the performers not only refine their musical and social skills, but have a thoroughly enjoyable time.

- 109. The school is committed to providing a high level of instrumental tuition to all pupils during school time. The consequences to some pupils of regularly missing all or parts of lessons are not adequately managed. The timing of pupils' lessons is occasionally rotated but there is no tracking of the lessons they miss, the skills they have not been taught and there is no monitoring of any impact this may have on their attainment. The pupils' entitlement to take part in collective acts of worship is also marred by the organisation of some lessons.
- 110. The co-ordinator has considerable personal skills and sound ideas for the development of music. The school has the capacity for improving the teaching of class music because there is sufficient expertise amongst the teachers and adequate resources. However there is no strategy in place for improving teaching and learning in order to secure higher standards.

PHYSICAL EDUCATION

- 111. During the week of the inspection pupils were observed taking part in dance, gymnastics, swimming and games lessons. Inspection evidence is drawn from the observation of these lessons, from discussions with pupils and from observations of them at play.
- 112. Overall, pupils achieve expected standards in physical education. However, a number achieve good and very good standards in swimming, kwik cricket and tag rugby. Virtually all pupils reach the standard in swimming expected at the end of Key Stage 2 and swim 25 metres. Swimming is given a high priority and the provision is a strength of the physical education programme. Pupils make expected progress in developing control and co-ordination in gymnastic skills, and when running, jumping and balancing. They are broadening their experience of dance activities and are acquiring competence in a range of swimming and games activities.
- 113. A significant number of pupils attend extra-curricular clubs and as a result of well-informed coaching make very good progress and show skills well above those expected. Teams representing the school within Cornwall have been particularly successful in cricket and tag-rugby. The school has achieved national success in cricket and swimming. Such achievements are particularly laudable considering the rather isolated location of the school. Pupils with special educational needs are well supported and achieve good results that enhance their self-esteem.
- 114. Older pupils move well in the playground with increasing control, and demonstrate an expected range of passing, catching and evasion skills. In competitive situations they show appropriate understanding of attacking and defending techniques. In athletics pupils run well and are becoming proficient in long jumping and in throwing activities.
- 115. Year 4 pupils, as a consequence of well-informed teaching, produce good gymnastic jumps, rolls and balances on apparatus. They are inventive, and show imagination and an awareness of good shape when creating sequences of movements that are better than expected. In the same year group, pupils who volunteer to take part in a series of dance sessions show very

good learning and attainment in communicating emotions. The lessons, very well led by a visiting dance specialist, are inspirational and result in very good progress.

116. Pupils in Years 5 and 6 are attentive and follow instructions well in a games lesson on developing tactical awareness and rounders' skills. A number of boys are very competent at fielding and throwing, but many other pupils and most girls have ineffective throwing actions and do not readily read games situations. The full participation of pupils with special educational needs reflects inclusion in practice!
117. Pupils work with enthusiasm, enjoyment and commitment in physical education. They clearly enjoy the sessions and the great majority appropriately changes into school-identified shirts and shorts. Pupils are willing to share ideas, work co-operatively and make good use of opportunities to practise their skills. Behaviour is good; apparatus is sensibly and responsibly used and in competitive situations pupils show due regard for laws and fair play.
118. Overall the quality of teaching is satisfactory. Occasionally, as in dance, the teaching is very good, and in swimming the teaching is excellent. Where the quality of teaching is above that expected teachers have very good subject knowledge and great enthusiasm. They make their expectations very clear and are anxious to ensure that pupils achieve well. Good use is made of demonstrations where attention is focused on the quality of the movement. Pupils are encouraged to observe and evaluate, but generally opportunities are missed for pupils to develop their language skills by commenting on performances. Teachers are to be applauded for their efforts in compensating for the inadequate facilities for indoor physical education. The hall is very small and restricts the use of apparatus in gymnastics lessons.
119. The subject is managed appropriately and the current scheme of work gives teachers sufficient support across the physical education programmes of study. Good use is made of playing fields, playground and local facilities to ensure that pupils enjoy the full range of swimming and games activities. The very good provision of a wide range of extra-curricular activities gives the pupils many opportunities to improve their physical and social skills. Whilst resources overall are satisfactory, currently the hall is unsatisfactory for teaching gymnastics to large classes.

RELIGIOUS EDUCATION

120. Since the last inspection, when standards were below average, the school has provided a comprehensive training programme for the teachers. This has improved the provision and teaching of religious education. As a result, the standards pupils attain by the time they leave the school are in line with the expectations of the locally agreed syllabus and contribute well to pupils' spiritual, moral, social and cultural development.
121. The pupils in Year 4 discussed the Creation and gave their own ideas on how they thought the world began. Initially, many gave scientific reasons which they had heard about and read, but through the teacher's skilful questioning and discussions with each other, they began to think more deeply about this. For example, one pupil suggested that 'Maybe we are part of someone's dream and when we die, they wake up' and another considered that 'Perhaps we are puppets with someone pulling the strings'. In their lesson, pupils in Year 5 made comparisons between the way in which Christians and Sikhs celebrate a new life. Through very good role-play activities they developed a clear understanding how Sikh babies were introduced to their religious culture and how, through baptism, Christians entered theirs. The pupils showed they had a good knowledge of the customs of the Sikh religion when they recalled the procedures involved before entering the Gurdwara. The pupils in Year 6 appreciated the value of religious books for guidance and in particular the Bible. Most were aware that the Old Testament was written and reflects life before Jesus was born, and

that the New Testament starts with His birth and reflects His life and influence. They used their literacy skills effectively in the lesson to start planning a play script for one of the parables.

122. In the three lessons observed the quality of teaching was variable but good overall and in one lesson the quality of teaching was excellent. Lessons are well prepared and teachers make good use of artefacts, photographs and personal experiences to illustrate and exemplify stories and beliefs. Because of the teachers' sensitive approach to both Christian and other religious stories, practices and teachings, pupils are learning to give due respect to the values and beliefs of others. The teachers' attitudes, the atmosphere created and the ethos which pervades the lessons, often afford the pupils rich spiritual experiences. For example, in one lesson the teacher, as she led the pupils through a creative visualisation of the life cycle of a leaf, created a very spiritual and reflective atmosphere, before starting the main part of the lesson.
123. The subject is well managed. The co-ordinator is very knowledgeable and frequently provides good support for teachers in their planning and delivery of lessons. She has had opportunities to monitor teaching and learning in classes, and is developing a means of assessing pupils' knowledge and understanding against national standards. Christianity is well covered by the detailed scheme of work, which also embraces Sikhism and Judaism. Resources are suitable, accessible and displayed and handled with due respect.