

## INSPECTION REPORT

### **WARBSTOW COMMUNITY PRIMARY SCHOOL**

Warbstow, Launceston

LEA area: Cornwall

Unique reference number: 111940

Acting Headteacher: Mrs E Morris

Reporting inspector: Mr P Kemble  
7269

Dates of inspection: 20<sup>th</sup> – 22<sup>nd</sup> May 2002

Inspection number: 196626

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

## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Warbstow  
Launceston  
Cornwall

Postcode: PL15 8UP

Telephone number: 01566 781388

Appropriate authority: The governing body

Name of chair of governors: Mr P Parsons

Date of previous inspection: 8<sup>th</sup> July 1997

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## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
7269	Mr P Kemble	Registered inspector	Areas of learning for children in the Foundation Stage Equal opportunities Mathematics English Geography History Music Physical education Religious education	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9780	Mr J Massey	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
18638	Mr C Shaw	Team inspector	Special educational needs English as an additional language Science Information and communication technology Art and design Design and technology	Pupils' attitudes, values and personal development How good are the curricular and other opportunities offered to pupils?

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

### **INFORMATION ABOUT THE SCHOOL**

Warbstow Community Primary School is a smaller than average school. There are 45 pupils on roll, including three in the Foundation Stage. There are 24 girls and 21 boys. The number on roll is similar to that at the time of the previous inspection. Pupils come from mainly owner occupied homes within the surrounding rural area. A high proportion of pupils is from farming families. Virtually all children have some kind of pre-school experience before starting school. Children's attainment on entry into reception varies from year to year, mainly because of the small number of children involved. However, over time, the level of attainment on entry is mainly average. All pupils are from white ethnic backgrounds. Eleven pupils (24.4 per cent) are on the register of pupils with special educational needs, a figure which is broadly in line with the national average. Two pupils have statements of special educational needs. Seven pupils (15.5 per cent) are eligible for free school meals, broadly in line with the national average. There has been a lack of continuity in the leadership of the school over the last two years due to ill health. The present acting headteacher has been in post since June 2001.

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

Warbstow Community Primary School provides good levels of effectiveness and has several notable strengths. Children in the Foundation Stage make good progress towards the nationally expected standards by the time they enter Year 1. Standards in English and mathematics are broadly in line with the national average, and above average in science, by the end of Year 2 and Year 6. When these standards are judged against levels of attainment on entry into school, pupils of all abilities achieve well and make good progress. Standards in most other subjects are broadly in line with what is expected of pupils of their ages and progress is satisfactory. Standards are above expectations in design and technology. Physical education standards are above expectations by the end of Year 2 and well above by the end of Year 6. Standards in information and communication technology are below expectations by the end of Year 6. Pupils benefit from effective leadership and management by the acting headteacher, good teaching, strong teamwork and a high commitment amongst all staff and governors to succeed in the future. The school gives satisfactory value for money.

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

- Children make good progress in the Foundation Stage and, by the time they enter Year 1, achievements are close to, or above, those expected for their age in all areas of their development.
- Pupils of all abilities make good progress and, by the end of Year 2 and Year 6, standards in English and mathematics are broadly in line with the national average, and are above average in science.
- Standards in art and design and design and technology are above expectation by the end of Year 2; in physical education, they are above expectation by the end of Year 2 and well above by the end of Year 6.
- The quality of teaching and learning is good overall.
- Pupils' attitudes, behaviour and enthusiasm for school are very good.
- Provision for pupils' moral and social development is very good.
- The acting headteacher's leadership and management are very effective; teamwork amongst the teaching and non-teaching staff is very good.
- Governors fulfil their responsibilities well; they spend and control finances effectively and make good use of the accommodation and resources.

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

- In Years 3-6, pupils' skills of controlling and applying information and communication technology are unsatisfactory.
- Assessment information is not used effectively enough, in subjects other than English, mathematics and science, to plan consistently challenging activities for pupils, and for higher attainers in particular.
- Pupils are not sufficiently involved in identifying what they need to do to improve.
- Science, geography, history and religious education are not used well enough to promote pupils' literacy and numeracy skills.

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

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

The school was last inspected in July 1997 and has made a satisfactory improvement since then. The rate of improvement in some aspects of school life, for example improvements to the effectiveness of assessment procedures, has been slower than might be expected due to the absence of the headteacher through ill health. However, the weaknesses highlighted by the last inspection have been largely resolved. Foundation Stage planning is now linked closely to national guidelines and levels of resourcing are good. Teachers for all classes now follow a common planning format, with learning purposes for different ability groups identified. Assessment procedures have been improved satisfactorily, with the information gained used more effectively to establish targets and make adjustments to future planning, especially in English, mathematics and science. However, there is still work to be done in matching work more closely to pupils' needs in other subjects. Standards in design and technology, geography, history and religious education have improved and are at least satisfactory. Procedures for monitoring and evaluating standards and the quality of teaching and learning by staff and governors are effective. Significant improvements have been made to the school environment over the last twelve months, including an enclosed outside play area for Foundation Stage children, refurbishment of the school library, improvements to the administrative area and school security and the creation of a design and technology room.

## **STANDARDS**

Because the number of pupils taking the national tests and assessments each year at the end of Year 2 and Year 6 is less than ten, comparison of the results with national averages and those of similar schools is not a reliable measure of achievement. However, school test and assessment data, results obtained by individual pupils in the national tests and assessments over time, and pupils' past work, show that, when compared with their level of attainment on entry into reception, pupils of all abilities achieve well. Pupils benefit from good teaching, particularly in English, mathematics and science lessons, a wide range of extra-curricular activities that successfully extend their learning, and the provision of good quality resources.

Foundation Stage children make good progress. By the time they enter Year 1, most achieve, and some exceed, the expected standards in personal, social and emotional development, communication, language and literacy, mathematics, knowledge and understanding of the world, physical and creative development.

Standards achieved by Year 2 and Year 6 pupils are above average in reading and broadly average in writing and mathematics. Standards achieved by Year 2 pupils in science, art and design, design and technology, music and physical education are above average, and average in geography, history and religious education. Year 6 pupils have above average standards in science and design and technology; physical education standards are well above average. Standards in art and design, geography, history, music and religious education are average. Standards in information and communication technology are average in Year 2 and below average in Year 6.

## **PUPILS' ATTITUDES AND VALUES**

Aspect	Comment
Attitudes to the school	Very good. Pupils are enthusiastic about their school work from the Foundation Stage onwards and concentrate on their tasks well.
Behaviour, in and out of classrooms	Very good. Pupils of all ages work and play well together.
Personal development and relationships	Very good. Pupils show considerable respect for each other and all adults in the school. They co-operate well in group activities.
Attendance	Satisfactory. A small minority of pupils sometimes arrives late and misses the start of lessons.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

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

The quality of teaching and learning is good overall. Foundation Stage children respond well to stimulating classroom and motivating activities. All pupils benefit from well-planned lessons, very effective use of time and resources, interesting tasks and teachers' good subject knowledge. A major strength is the effective teamwork between teaching and non-teaching staff. As a result, pupils of all abilities, and those with special educational needs and lower attainers in particular, benefit from the close knowledge that non-teaching staff have of individual pupils' needs and what they need to do to improve. Relationships between all staff and pupils are very good and make a significant contribution to the standards achieved. Levels of challenge for all pupils are mainly good in English, mathematics and science lessons, but not enough is demanded of higher attaining pupils in some art and design, geography, history, information and communication technology and religious education lessons. Teachers treat pupils with respect, and value what they say and do. As a result, pupils develop very good attitudes to school from an early age and this helps them to achieve well and make good progress.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Activities planned are stimulating and motivating. Learning is extended by a very good range of trips, visits and after-school clubs.
Provision for pupils with special educational needs	Good. Early identification of needs in the Foundation Stage is followed by the completion of effective individual education plans and programmes of work.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for pupils' moral and social development is very good. Provision for spiritual and cultural development is good, including a well-planned range of multicultural experiences for pupils of all ages.
How well the school cares for its pupils	Good overall. Procedures for child protection and ensuring pupils' welfare and safety are very good. Procedures for assessing pupils' academic and social achievements are satisfactory but the information is not always used well enough to challenge higher attaining pupils.

The school has worked hard to strengthen its partnership with parents and the local community. Parents are kept well informed about their children's progress and the life and work of the school. The school is often involved in the community and parents regularly help with activities both in and out of school.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the acting headteacher and other key staff	Good. The acting headteacher provides staff with a clear educational direction for the life and work of the school. She has established strong teamwork and a commitment to improve standards. Staff are developing a realistic understanding of the school's strengths and areas for improvement.
How well the governors fulfil their responsibilities	Good. Governors are regularly involved in the life and work of the school and give good support to all staff.
The school's evaluation of its performance	Good. Procedures for monitoring and evaluating standards are effective and the information gained is used well to establish priorities for school improvement.
The strategic use of resources	Good. Staff and governors are continually seeking ways to improve standards by more effective use of staffing, accommodation and learning resources. Funds are spent efficiently and effectively.

The acting headteacher has strengthened the school's self-evaluation procedures so that pupils' standards are regularly analysed to see how they might be improved. Good use is being made of the national performance management guidelines in this respect. Principles of best value are applied well.

### PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>Children like school and make good progress.</li> <li>Teaching is good and expectations are high.</li> <li>The amount of homework is about right.</li> </ul>	<ul style="list-style-type: none"> <li>Children's behaviour.</li> <li>Information about their children's progress.</li> <li>The way the school works with parents.</li> </ul>

<ul style="list-style-type: none"> <li>Children are helped to become mature and</li> </ul>	<ul style="list-style-type: none"> <li>The leadership and management of the</li> </ul>
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<p>responsible.</p> <ul style="list-style-type: none"> <li>• The school deals with parents' questions and problems well.</li> <li>• The range of activities outside lessons is good.</li> </ul>	<p>school.</p>
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Inspectors agree with all the positive aspects that please parents. Inspectors found very little evidence to support the negative views on the standard of children's behaviour and the extent to which the school informs and works with parents. Pupils' behaviour is judged to be very good. Inspectors judge the information provided by the school and the way it works with parents to be good, although they recognise that there have been improvements to procedures over the last twelve months. The leadership and management provided by the acting headteacher, governors and staff are judged to be good. In particular, the work of the acting headteacher in settling the school after the inevitable uncertainties felt amongst staff, pupils and parents, caused by the headteacher's long-term absence, is judged to be very good.

## PART B: COMMENTARY

### HOW HIGH ARE STANDARDS?

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

##### Strengths

- Standards in the Foundation Stage, design and technology, geography, history and religious education have improved well since the previous inspection.
- Children in the Foundation Stage make good progress and most achieve or exceed the expected standards in all areas of their development by the time they enter Year 1.
- Standards in reading, science, art and design, design and technology, music and physical education are above average by the end of Year 2.
- Standards in reading, science and design and technology are above average, and in physical education are well above average, by the end of Year 6.

##### Areas for improvement

- Pupils' skills of using and applying information and communication technology are unsatisfactory in Years 3-6.
- Speaking skills are not as well developed as might be expected throughout the school.
- Very few pupils use a joined script in their writing in Years 3-6.
- Pupils do not apply their numeracy skills well enough to solving problems.

1. Foundation Stage children make good progress overall and they achieve well. They are prepared well for work in Years 1 and 2 because activities are matched closely to individual needs identified during the children's first few weeks in school. During Years 1-6, pupils of all abilities make good progress overall in English, mathematics and science when compared with their levels of attainment on entry, as a result of good teaching. Pupils benefit from well-planned, interesting activities which help them to move on in their learning at a good pace, particularly in the development of basic literacy and numeracy skills, in reading and in investigative work in science. Pupils' achievements in speaking, writing at length and problem solving are satisfactory but there is insufficient emphasis on these aspects in lessons and this limits the rate of pupils' progress. Higher attaining pupils are well challenged in English, mathematics and science and make good progress. They are not always challenged enough by their tasks in some art and design, geography, history, information and communication technology and religious education lessons and so their progress in these subjects is no more than satisfactory.
2. Children in the Foundation Stage vary in their attainment when they start school at age four. School data from the children's first term in reception shows that, over time, levels of attainment are broadly in line with the national average. Staff are successful at settling children quickly into daily routines and establishing high expectations of children's social and academic development. As a result, children achieve well and make good progress in their personal, social and emotional development. Children experience a wide range of stimulating and motivating activities. They respond well to these and, by the time they enter Year 1, most children have achieved or exceeded the national expectations, called early learning goals, in communication, language and literacy, mathematical development, knowledge and understanding of the world, physical and creative development. Speaking skills are satisfactory by the time

children enter Year 1, but opportunities are missed by teaching staff, particularly in some literacy and numeracy sessions, to further extend children's skills.

3. The number of children who start school each year is less than ten. As a result, a comparison of pupils' achievements from one year to the next with all primary schools nationally and schools in similar circumstances, using the results of national tests at the end of Year 2 and Year 6, is not a statistically reliable method. School data obtained from an analysis of national test results and school assessments shows that pupils generally make good progress from their level of attainment on entry and achieve realistic targets set by staff. Inspection evidence confirms this good progress. Scrutiny of school data relating to the present Year 2 and Year 6 pupils, and a study of examples of their past work, show that they are achieving well and making good progress.
4. There has been a satisfactory improvement overall in standards since the previous inspection. Children's standards in the Foundation Stage have made a very good improvement from below to above average standards. Above average standards in science at the end of Years 2 and 6 have been maintained. Standards in design and technology have made a good improvement and are now above average. Standards in geography, history, physical education and religious education have made a satisfactory improvement. Standards are better because of improvements to the quality of teaching and learning, procedures for assessing pupils' attainment and progress, higher expectations of what pupils can achieve and the quality and quantity of resources.
5. Inspection findings are that, overall, pupils make good progress from their individual levels of attainment on entry. By the end of Year 2, standards in reading, science, art and design, design and technology, music and physical education are above average and pupils achieve well. Standards in writing, mathematics, geography, history, information and communication technology and religious education are average. By the end of Year 6, standards in science and design and technology are above average, with standards in physical education well above average. Standards in English, mathematics, art and design, geography, history, music and religious education are average. Pupils' standards in the control and application of information and communication technology are unsatisfactory. Throughout the school, pupils achieve well in their knowledge and understanding of grammar, punctuation, spelling and number facts.
6. Pupils' achievements in science by the end of Year 2 and Year 6 are good for several reasons. The quality of teaching and learning is consistently good. Teachers have good subject knowledge and enthusiasm for the subject, which help them to plan interesting and motivating activities. Pupils benefit from a strong emphasis in lessons on investigations and experiments to which they apply their knowledge and understanding well. Pupils in Years 1-6 achieve well in design and technology because skills are taught step by step along with a good range of resources and relevant projects. Pupils' achievements in physical education are impressive, bearing in mind that the school does not have a hall. Teachers' high expectations of what pupils can achieve, very effective use of the school site and an excellent range of extra-curricular sporting activities have led to high standards. In information and communication technology, pupils achieve well in Years 1 and 2 as they become

progressively more familiar with using computers and develop sound basic skills. However, teachers' expectations of what pupils can achieve with these skills in Years 3-6 are too low and they make unsatisfactory progress.

7. A significant strength of pupils' standards in Years 1-6 is their well-developed enquiry skills. These skills help their achievements in science, design and technology, geography, history and religious education. From the Foundation Stage onwards, teachers provide a wide range of good quality resources such as books, maps, photographs, artefacts and software programs and successfully teach pupils how to look for clues, find information quickly, make notes and draw simple conclusions from what they discover.
8. Overall, pupils' literacy and numeracy skills are good, particularly their reading, listening, grammar, punctuation, spelling and number skills. One significant reason for this is the successful implementation of the National Literacy and Numeracy Strategies by staff. Guidelines for both initiatives have been successfully adapted to meet the school's identified needs for raising standards. An emphasis on basic skills has resulted in pupils writing well-punctuated sentences, often with correct spellings, and having a sound knowledge and understanding of multiplication tables and other number facts. Standards of speaking and writing are improving throughout the school as a result of the implementation of the National Literacy Strategy, but teachers do not make best use of other subjects of the curriculum to extend pupils' skills. Very few pupils use a joined script, although there has been a focus over the last six months in all classes on improving handwriting techniques. Pupils are not given enough opportunities to practise their number skills in problem solving activities in mathematics lessons and lessons in other subjects. There are benefits to pupils in there being more than one year group in each class. As a result, teachers know their pupils well and plan effectively for the continuous and progressive development of their skills.
9. Pupils benefit from generally good levels of inclusion in lessons, so that pupils of all ages, abilities and gender are involved in, and have access to, the curriculum. As a result, there are no significant differences in the achievement of boys and girls. Pupils with moderate learning difficulties make good progress and achieve standards which are at least in line with what is expected. Their achievement matches that of higher attaining pupils and, in subjects such as science and design and technology, they often achieve average levels. For example, in one Years 3 and 4 science lesson, lower attaining pupils were able to predict how water would flow from the roots to the flower of a plant and explain possible sources of error in the experiment. However, as with more able pupils, their handwriting does not develop as well as it should. Higher attaining pupils are well challenged by their tasks in English, mathematics and science and achieve well. However, in other subjects, not enough is demanded of them.

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

#### Strengths

- Pupils enjoy school and are very keen to learn.
- Behaviour is very good.
- Personal development and relationships are very good.

#### Area for improvement

- Pupils in Years 5 and 6 are not as involved in helping with school routines as might be expected.

10. Pupils achieve well because they have very good attitudes to their work. In a survey organised by the school, virtually all pupils said they enjoyed coming to school. Pupils are keen and willing to learn. These qualities develop at an early age. For example, Foundation Stage children were observed showing sustained levels of concentration and effort as they tackled observational drawing. Years 1 and 2 pupils worked hard in a music lesson. They were very keen to take part and put considerable effort into improving the standard of their compositions and performances. Pupils in Years 5 and 6 concentrated very well in a literacy lesson as they worked in pairs to write a special ending to a story. In both of these examples, pupils' very good attitudes made a significant contribution to their achievements and the good progress they made during the lesson.
11. Pupils are very interested and involved. They work hard to understand and are keen to show what they know and answer questions. In a very good science lesson for Years 1 and 2 pupils, they were involved in a wide range of activities to investigate forces. They concentrated well and, at the end, talked freely about what they had learned. Enthusiasm is evident in most lessons because teachers themselves are often excited and enthusiastic about the subject.
12. Standards of behaviour are very good. Pupils show respect for each other and for the many adults in the school. Sanctions are very rarely needed and where used, for instance moving a mildly disruptive pupil to another part of the room, calm is almost immediately restored. Teachers know their pupils well, identify potential problems and share information with other teachers. There is a family atmosphere in the school in which pupils see teachers and other adults as friends and confidants. There have been no recently recorded incidents of bullying and, when questioned about this, pupils confirmed that they had no experience of bullying or oppressive behaviour.
13. The respect that pupils show for each other and for adults is the result of the very good relationships that exist throughout the school. Pupils are also very clear about the effect their actions have on each other. Group discussions, called circle time, reveal a mature attitude towards relationships and, as at the last inspection, this is a strength of the school. Pupils strive to see things from each other's point of view and that of adults and this approach results in mutual respect for feelings. Although the nature of the school community is such that many beliefs and values are shared, these are not taken for granted. Pupils show a good respect for each other's differences and enjoy studying different people and cultures. Pupils with specific problems are treated well.
14. Pupils show good levels of personal responsibility. Staff trust pupils to behave sensibly and responsibly in and out of the classroom and pupils respond well to this. Older pupils show initiative in the way they offer to help staff during and after lessons, but the Years 5 and 6 pupils in particular, are not as involved in the daily running of the school as might be expected for pupils of their age and maturity. All pupils look after their immediate environment and show respect for, and pride in, their school buildings and site.
15. Levels of attendance are broadly in line with the national average. The attendance and punctuality of most pupils are good and these contribute to their good achievements. The attendance of a small number of pupils is not so good and they are often late.

Unauthorised absence is very low. Registration procedures fully meet the requirements.

## HOW WELL ARE PUPILS TAUGHT?

### Strengths

- Teaching standards have improved well since the previous inspection.
- Teachers use time, support staff and resources very well.
- Pupils benefit from the teachers' high expectations of what they can achieve.
- There is often a good match of activities to pupils' needs in English, mathematics and science lessons and this helps pupils to achieve well.
- Teamwork is very good amongst teaching and non-teaching staff.

### Areas for improvement

- Levels of challenge for higher attaining pupils are not always high enough in subjects other than English, mathematics and science.
- More use could be made of other areas of the curriculum to extend pupils' literacy and numeracy skills.

16. The quality of teaching and learning is good overall. Thirty-one lessons were observed during the inspection. Twenty-eight of these were judged to be good or better. Of these, eight were very good. The remaining three lessons were satisfactory. Teaching is good overall at the Foundation Stage and in Years 1-6. The quality of teaching and learning is good in English and mathematics. No lessons were observed in physical education. At least one lesson was seen in all the other curriculum subjects, including two personal, social and health education lessons. There was not enough evidence to make valid judgements about the quality of teaching and learning in history and music, though what was seen was mainly good and sometimes better.
17. At the time of the previous inspection, ten per cent of lessons were judged to be unsatisfactory. Eight per cent were judged to be very good. The quality of teaching and learning has improved since then, with no unsatisfactory lessons and a higher proportion of very good lessons. This improvement is due to better teachers' subject knowledge, lesson planning, higher expectations of what pupils can achieve and more effective monitoring and evaluation of teaching standards by staff.
18. The quality of teaching and learning in the Foundation Stage is good overall and has made a good improvement since the previous inspection. It is consistently good because activities are well matched to the children's needs, based on programmes of work established after initial assessments are made on entry into school. Activities are often stimulating and motivating. Levels of challenge are high, but not so high that children cannot achieve the targets set. For example, children were observed making observational drawings of pebbles found on a beach. The teacher used demonstration, praise and encouragement effectively so that the children tried very hard and concentrated for long periods of time. As a result, they produced sketches of a good standard for their age. Links with parents prior to their children starting in reception are good and children settle quickly into the class, soon becoming confident and happy. There is a caring, supportive atmosphere in the classroom, which is largely due to the quality of teamwork between the teacher and the classroom assistants.

19. The quality of teaching and learning in Years 1 and 2 is good overall. Ten lessons were observed altogether. Of these, seven were good and three were very good. The teacher manages the learning of the two year groups well and her organisation of time, staffing and resources to benefit pupils is very effective. The Foundation Stage children are also in this classroom and so her careful planning and organisation includes the management of their learning experiences as well. She achieves this by her very good rapport with the classroom assistants and her very good relationship with her pupils. There is a calm working atmosphere in the classroom conducive to learning. A good example of this was observed in a mathematics lesson. Pupils worked with considerable concentration on individual tasks in groups. The teacher worked individually with all the pupils during the session, helping and encouraging them. Pupils took turns to use a computer to carry out a number task. A classroom assistant worked in the home corner with a pupil with cerebral palsy, providing very good support and helping her to achieve well. Pupils then moved quickly to a whole-class session in which some important teaching points were consolidated.
  
20. The quality of teaching and learning in Years 3-6 is good overall. Sixteen lessons were observed. Of these, 13 were good or better, including five which were very good. The remaining three lessons were satisfactory. One reason for the good quality of teaching and learning is that pupils benefit from the teachers' good subject knowledge. This means that teachers are confident in answering pupils' questions and often teach with enthusiasm, which is conveyed to pupils and helps them to work hard. This diligence was evident in a Years 3 and 4 science lesson, where pupils were investigating how water is transported through roots to other parts of a plant. During an opening whole-class question and answer session, the teacher was able to broaden out the subject to extend pupils' knowledge and understanding because of her own interest and secure subject knowledge. Similarly, in a Years 5 and 6 geography lesson, the teacher's confident teaching and subject knowledge helped to sustain pupils' interest and motivation throughout the lesson.
  
21. Teachers make effective use of the National Literacy and Numeracy Strategies. They have been successful in using aspects of the guidelines to teach basic skills well so that, for example, pupils have a good knowledge and understanding of grammar, punctuation and spelling and have a good knowledge of number facts. The quality of teachers' planning in these subjects is good, with different activities to suit the varying needs of pupils within each year group in the class. Teachers have understandably focused activities on areas of pupils' learning that they have identified as requiring improvement. Reading standards are good and writing standards are improving. However, the standard of speaking and handwriting skills are not as high as might be expected, mainly because of the emphasis placed on the other areas of learning. Skills learned in literacy and numeracy lessons are not always transferred to other areas of the curriculum where they can be practised and improved.

22. Pupils with special educational needs are taught well throughout the school. The good information systems and small class sizes enable the teachers to know the pupils well. Teachers make good use of the generous allocation of classroom assistants both for helping the pupils with special needs and for recording their progress throughout the lesson. Teachers group the pupils according to attainment level and special needs in all lessons and generally provide work which matches pupils' needs, so as to provide an appropriate level of challenge. Where pupils require one-to-one support, this is monitored closely to ensure that pupils do not become over-dependent. Pupils with behavioural difficulties rarely become a problem within the lesson. Teachers monitor changes in behaviour closely and take care to avert any potential problems. To this end, the very good attitudes and relationships amongst the pupils form an invaluable part of the process. Pupils care for each other well and do not easily become distracted or disturbed.
23. Pupils' past work shows that higher attaining pupils are often challenged well in English, mathematics and science lessons. However, in some other subjects, such as geography, history and religious education, these pupils tackle the same work as other pupils before being given more challenging tasks. There are times when these pupils could begin their work with more challenging tasks to move them on in their learning at a greater pace.
24. Teachers treat pupils in a mature and respectful way and this is one of the main reasons why pupils' attitudes and behaviour are very good. Teachers value pupils' contributions to discussions and so pupils show few signs of hesitancy when talking in front of others. This is particularly evident in special group discussions, called circle time, where pupils are encouraged to express their thoughts and feelings about social and moral issues. Teachers handle these sessions with great sensitivity and they make a significant contribution to the development of pupils' self-esteem.
25. A small minority of parents expressed concerns that teachers do not keep them well enough informed about their children's progress or work closely enough with parents. Inspectors do not share these concerns. Teachers are always available to speak with parents, at times other than the formal parents' evenings, about their children's achievements. At the parents' meeting, some explained how teachers have contacted them when they have had some concerns about their children's progress. Overall, inspectors judge teachers to be working closely with parents in the education of their children.

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

### Strengths

- The provision for pupils with special educational needs is good and enables them to make good progress.
- The National Literacy and Numeracy Strategies have been implemented well.
- The range of extra-curricular activities is very good and very much appreciated by the pupils.
- The pupils enjoy very good personal, social and health education.
- The local community and neighbouring schools make a good contribution to pupils' learning and the life of the school.

### Areas for improvement



- In the information and communication technology curriculum, provision for measurement and control, the use of simulations, multimedia and e-mail is unsatisfactory in Years 3-6.
- There is not enough emphasis on the promotion of pupils' speaking, handwriting and problem solving skills.

26. The school provides pupils with a good quality and range of learning opportunities for pupils in Years 1-6. These include the appropriate statutory National Curriculum and the locally agreed syllabus for religious education. This provision is an improvement on the last inspection. Provision for literacy and numeracy is good, particularly for teaching grammar, punctuation and spelling. There is not a strong enough emphasis on promoting speaking skills, and specialised vocabulary, in such subjects as science, geography, history and religious education. A similar situation applies in mathematics, where basic skills are covered well but not transferred effectively to work in other curriculum areas. There are also insufficiently challenging problem solving activities in mathematics. Provision for design and technology has much improved since the last inspection and is now good. Research and enquiry skills are promoted well in science, geography and history, where effective use is made of local facilities and field trips. New resources for the teaching of religious education have helped to enrich the curriculum. For example, in a Years 3 and 4 religious education lesson, pupils were extremely interested in, and enthusiastic about, the differences between Jewish and Christian rituals as they studied good quality artefacts. Provision for physical education is good, despite the lack of indoor facilities. The school has made up for this by organising visiting dance and gymnastic specialists. Information and communication technology is covered satisfactorily in Years 1 and 2. In Years 3-6, provision for measurement and control, the use of simulations, multimedia and e-mail is unsatisfactory. All teachers use information and communication technology regularly throughout the day to support pupils' learning in most curriculum subjects, but expectations of what pupils in Years 3-6 can achieve are not high enough.
27. Children in the Foundation Stage benefit from a curriculum that is based firmly on national requirements, called the early learning goals, in communication, language and literacy, mathematics, knowledge and understanding of the world, physical and creative development and personal, social and emotional development. Provision is supported by a good range and quality of resources for activities in and out of the classroom.
28. Because of the very small number of teachers, most planning and decision making for the curriculum is done at full regular staff meetings. Teachers plan to a common format and this results in good consistency and coverage. This arrangement is a good improvement since the last inspection. Planning for all subjects identifies work to be undertaken by three broad ability groups and this approach helps to make sure that all pupils have equality of access to the planned curriculum. The quality of planning is generally good, but in subjects other than English, mathematics and science, the match of work to pupils' needs is not always close enough to ensure consistently high levels of challenge, for higher attaining pupils in particular.
29. Provision for pupils with special educational needs is good. The school takes care to ensure in its planning and support that pupils with special needs are fully included in all activities. It successfully aims to provide activities to suit all needs, including extra-curricular sessions at which all pupils are welcome. Individual education plans are up to date and regularly reviewed and revised. The school makes good early assessments of its own so that it can provide pupils in the Foundation Stage and Year 1 with an education which suits their needs and helps them make progress. The

school makes good use of the advice and support of a special needs specialist teacher. Information and communication technology is used well to support pupils with special educational needs and their achievement in numeracy and literacy is improved by the use of special computer programs and equipment.

30. Provision of extra-curricular activities is very good and much appreciated by pupils and their parents. Field and other outdoor sports are a strong feature, and the school has several very successful teams, as well as individuals. Music tuition, science, computing and sugar craft are a few of the non-sporting activities on offer. Parents are often involved in organising activities and are willing to collect children who would normally travel by bus. The personal, social and health education programme is very good. It is delivered through assemblies and circle time in lessons. They are always relaxed sessions and offer a degree of intimacy that larger schools cannot always provide. The school is proud of its commitment to healthy living and has gained an award to this effect. In addition to instruction and opportunities for exercise, it provides pupils with drinking water throughout the day and fruit to eat at break-times.
31. The provision for the pupils' spiritual, moral, social and cultural education is good overall. Spiritual opportunities are good and are found throughout the curriculum, although not often included in schemes of work. During the inspection, assemblies, science, music and religious education lessons provided uplifting moments. The moral aspects of life are covered very well and these have positive influences, not only on pupils' behaviour, but on their attitudes to, and relationships with, each other. Pupils respond well to the positive role models provided by teachers and all the adults in school. The linking of the personal, social and health education programme to assemblies means that unified themes can be developed. For example, in one assembly, the theme of honesty and forgiveness had an effect on pupils throughout the school day. Opportunities for social development are also very good. In addition to the many after-school activities, the school runs an annual camp for all pupils, field trips and visits both locally and further afield. The attention that the school pays to the pupils' cultural development is good. Displays of artefacts and pictures, used in a wide range of subjects, effectively stimulate pupils' interest so that they learn about different cultures around the world, past and present. Visiting speakers from different religious communities also help to broaden their experience. However, opportunities are missed in art and design lessons to broaden pupils' awareness of a wider range of artists and designers.
32. The contribution made by the local community to the work of the school is good. The school goes out into the community with events such as festivals and musical concerts. Support for the work of the school is strong and the acting headteacher makes sure that local people are aware of the school's needs, as well as its strengths and positive contributions. Staff and pupils benefit from good links with partner institutions, and particularly the local secondary schools and colleges. As well as an exchange of important assessment data, there is mutual sharing of expertise. For example, during the inspection, teachers from a nearby secondary school helped run a design and technology lesson on textile printing and needlework.

Both sets of teachers were surprised and delighted with the way that the pupils responded to the challenging tasks, and by the responsibility and maturity they showed when using a complex range of equipment.

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

### Strengths

- This is a very caring school and pupils' individual needs are very well met.
- Arrangements for child protection, security, health and safety are very good.
- Procedures for promoting pupils' good behaviour are effective.
- Procedures for improving pupils' attendance are good.

### Areas for improvement

- There are no formal procedures for assessing pupils' attainment and progress in subjects other than English, mathematics and science.
- Pupils are not involved enough in finding out what they need to do to improve and in looking at ways to do this.

33. At the time of the previous inspection, provision for pupils' support, guidance and welfare was reported to be very good. These high standards have been successfully maintained. Teachers know the children very well. Formal procedures for monitoring pupils' personal development have been introduced during the last year and are proving valuable by providing a basis for discussions between staff and when children transfer to secondary school. At the last inspection, procedures for assessing pupils' attainment and progress were reported to be satisfactory, but that the information gained was not used well enough to match work closely to pupils' needs. Procedures have improved since then, but progress has been slower than expected. They are not established well enough in subjects other than English, mathematics and science. As a result, tasks are not always sufficiently challenging, for higher attaining pupils in particular.
34. Procedures for ensuring pupils' welfare, health, safety and security are very good. Pastoral care is a strength of the school. There is a very strong family atmosphere, in which pupils readily go to teachers if they need help and this caring atmosphere contributes to pupils' confidence and to their very good attitudes to work and play. Child protection procedures are very good. They are based reliably on the local education authority's guidelines and are well understood by staff. Awareness and vigilance by all staff are high and mean that, when combined with their knowledge of pupils' backgrounds and circumstances, problems when they occur are very quickly noticed and dealt with. Health and safety procedures are very good. Formal health and safety inspections take place each term. When problems are found, these are properly recorded and acted upon. Fire evacuation procedures are regularly practised.
35. The school has a very effective personal, social and health education programme. It covers sex education, substance abuse, healthy eating and dental hygiene in a positive way, and successfully encourages pupils to recognise the importance of caring for themselves. The school has achieved a healthy school award as a result of the high standards it achieves. Children are encouraged to eat fruit, raw vegetables and drink milk regularly and take part in games and sporting activities.
36. Procedures for promoting good behaviour and responsible attitudes are good. Teachers and non-teaching staff use praise and encouragement very effectively,

contributing to the calm, purposeful and happy atmosphere that exists throughout the school. Pupils are taught well in lessons and assemblies to be aware of the impact of their actions on others, and instances of bullying or unkind behaviour are rare. Procedures for monitoring and improving attendance are good. Computer analysis of individual attendance patterns has helped to highlight problems, so that they can be dealt with more quickly. The main reasons for authorised absence are sickness and holidays taken in term time. Unauthorised absence is now rare.

37. Since the previous inspection, progress has been slow in improving the range of assessments and the use made of information gained to adjust lesson plans and determine more accurately how well pupils are progressing. Measures have been introduced this year to ensure that attainment is regularly recorded in English, mathematics, science and information and communication technology. The school has successfully adopted a common format for this process, based on test marks, teacher and classroom assistant observations and standardised test results. As a result, procedures for assessing pupils' attainment and progress are now satisfactory. With the current information, teachers are able to set individual targets in English and mathematics. A useful start has been made in using information and communication technology to analyse data. With local education authority help, the school is setting school targets in these subjects, although with such small year groups, these are being treated with necessary caution. In information and communication technology, assessment is not accurate enough to provide similar support for individuals or whole-school planning.
38. Assessment in subjects other than English, mathematics and science is weak. In most subjects, such as information and communication technology in Years 1 and 2 and design and technology throughout the school, most work is pitched at a level matching individual abilities because it is planned according to national guidelines. However, teachers do not assess work to a common format. Pupils' work is assessed satisfactorily from day to day, but this is not used as a tool for developing the curriculum or raising overall attainment levels. In geography and history, for example, teachers are beginning to match samples of work against the expected levels of attainment for pupils' ages. However, the provision of work at different levels to match pupils' varying needs is not based closely enough on assessment information and the planned curriculum. There has been some improvement since the last inspection, as teachers now plan together regularly, and this has resulted in a better build-up of skills between classes. Teachers provide satisfactory information to pupils on how well they are doing for both effort and attainment. However, pupils are not involved enough in identifying areas where they need to improve and in looking at ways that they might tackle these. Pupils are set targets in both English and mathematics, but only in the Years 5 and 6 class.

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

### Strengths

- The school has a good partnership with parents with significant benefits to pupils' academic and social development.
- The school is highly valued by parents.

- The school keeps parents well informed about their children's progress and school events.
- Parents contribute well to their children's learning at school and at home.

Area for improvement

- The ongoing uncertainty about the future leadership of the school continues to worry parents, although most are happy with the current arrangements.

39. At the time of the last inspection, the school's partnership with parents and the local community was judged to be very good. Standards have largely been maintained since then, but the long-term absence of the headteacher has created some concerns and anxieties amongst parents. However, during the past year, the earlier confidence and strong relationships have been largely restored as a result of the good work of governors, the sensitive and diplomatic efforts of the acting headteacher and the positive contribution made by all teaching and non-teaching staff.
40. Comments made at the parents' meeting prior to the inspection, and the results of the parents' questionnaire, show that parents have a high opinion of the school and are pleased with the education and care provided for their children. They think that the school is very parent orientated and they feel involved in the life of the school. Parents consider the school to be well led and managed, but would like reassurance about the future leadership of the school. They are pleased that their children like going to school, and that they make good progress, behave well and are helped to become mature and responsible. Relationships between parents and staff are seen to be good and most parents are pleased with the information they receive about their children's progress. They are complimentary about the quality of teaching and like the fact that teachers have high expectations of their children. They are pleased with the range of activities outside lessons. Parents are generally satisfied that their children get the right amount of homework and are pleased with the range of extra-curricular activities. Some do not feel that they receive enough information about their children's progress.
41. Inspectors endorse the positive views of parents and consider that additional consultation evenings planned from this term onwards should help those parents who felt less well informed. Parents with individual concerns find it easy to approach teachers at the beginning or end of the school day. Suggestions from parents are welcomed and concerns sympathetically dealt with.
42. Almost all parents help with their children's learning at home, mostly by hearing them read and with spelling and number work. Several help in classrooms, with after-school clubs and on trips. The Friends of Warbstow School is very active in organising social events which help to maintain good relationships between parents, the local community and the school, as well as raising very valuable funds for the school.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

### Strengths

- The acting headteacher provides effective leadership and gives a clear educational direction to the life and work of the school.
- All staff show very good levels of teamwork in the way they monitor and evaluate standards and the quality of teaching and learning.
- Governors fulfil their responsibilities well and give effective support to all staff.
- Financial administration is effective and efficient.
- There is a strong commitment amongst all staff and governors to raise standards further.
- Staffing, accommodation and learning resources are used effectively and efficiently.

### Area for improvement

- Uncertainties amongst staff, children and parents about the leadership of the school need resolving as soon as possible.

43. During the inspection, the headteacher was absent due to long-term illness. The acting headteacher has been in post for eleven months. In that time, she has led the staff very well in providing a clear educational direction to the life and work of the school. She has, in a short time, successfully managed the difficult task of taking over from the established headteacher, gaining the respect of staff, parents and pupils and moving the school forward in its development. She has achieved this transition through a democratic and open style of leadership, in which governors, teaching and non-teaching staff have been fully involved in establishing priorities. The school's links with parents have been strengthened and several significant initiatives have been set in place to raise pupils' standards and improve the quality of the learning environment. As a result, teamwork amongst staff is of a high standard and pupils are confident and relaxed. The aims of the school are promoted very well in its life and work. The results of these are seen in pupils' very good relationships, attitudes to work and behaviour and parents' satisfaction with the progress that their children make.
44. Despite the evident success of the acting headteacher in her work, there is an understandable underlying concern amongst governors, staff, parents and pupils about the future leadership of the school. This situation needs resolving as soon as possible.
45. The acting headteacher is aware that some of the key issues in the previous inspection report, such as improvements to assessment procedures, to procedures for monitoring and evaluating standards and to standards in some curriculum areas, are not as advanced in their development as might be expected. She has been sensible in focusing on these issues and has been successful in moving improvements along at a much faster pace. She has a teaching commitment for half the week as well as her management role. Despite this, she has introduced good procedures for the monitoring and evaluation of standards and the quality of teaching and learning. By careful delegation of responsibilities, she involves staff in an effective programme of classroom observations, sampling of pupils' work and analysis of school and national data which lead to a good understanding, particularly in English, mathematics and science, of pupils' strengths and areas for improvement. This delegation has created a positive climate of school self-evaluation and represents a satisfactory improvement since the previous inspection. Significant improvements

have been made to subject resources, the accommodation and the school environment.

46. Teaching and non-teaching staff give very good support to the acting headteacher and carry out their roles and responsibilities conscientiously. As the number of staff is small, each member's responsibilities are extensive, but the acting headteacher gives helpful and well-planned support to staff so that they can carry these out effectively. Priorities for school development are placed in a sensible order so that staff are fully aware of when they are expected to lead their colleagues, for example in a review of a particular curriculum area. There is a good balance of formal and informal meetings and discussions in which progress towards targets is assessed and future plans adjusted.
47. There is good and effective management by the acting headteacher of pupils with special educational needs. She is an experienced special educational needs co-ordinator and keeps herself and all staff up to date with statutory requirements and recommendations. There is good liaison with teachers and classroom assistants to produce individual education plans with manageable and achievable targets linked closely to pupils' individual needs. This collaboration leads to careful planning in lessons of activities related to the requirements of the individual education plans. The acting headteacher also works well with governors in the co-ordination of special needs provision. The processes are monitored well by governors, who ensure that work with special needs pupils reflects the school's aims and values. They are especially keen to ensure that all pupils are treated equally and that Christian and local values are upheld.
48. The members of the governing body are very supportive of the work of the acting headteacher and all staff. At the time of the previous inspection, it was reported that governors' procedures for monitoring and evaluating the life and work of the school lacked a specific focus and so their work had a limited impact on standards. This is no longer the case. Governors have a good understanding of the school's strengths and areas for improvement through their regular visits and keen interest in school activities. They are making very effective use of the national performance management procedures to establish priorities for school development with the acting headteacher and staff and to monitor progress towards the targets set. Governors are effective in the role of 'critical friend' and their minutes of full and sub-committee meetings show how well they question staff and each other about pupils' standards and the life and work of the school.
49. Educational priorities are well supported through the school's financial planning. The school concentrates on raising attainment as well as maintaining its very good ethos. The development plan tackles teaching and learning in all subjects on a rolling programme, with each heading being costed. Some funds are arbitrarily decided by the acting headteacher, but others are worked out on the basis of defined costs. Regular summaries of the budget position enable changes to be made. Rather than employ a full-time bursar, the school shares accounting services with other schools and the part-time bursar visits regularly. The school secretary makes very good use of computer systems for day-to-day financial transactions and communications with suppliers, the local education authority and outside agencies. Recent decisions to improve the school environment and resources have been made in response to well-defined needs and priorities. These improvements have resulted in increased interest on the part of pupils and, in the case of information and communication technology and design and technology, improved attainment.

50. Although the school's per capita spending is high compared with most primary schools, it is in line with what is required to run a small school. By obtaining best value for money and making full and appropriate use of specific grants and fundraising, the school is able to support its decision to provide a higher than average staffing level. This is having a beneficial effect on achievement, particularly over the last twelve months. However, there are some areas for improvement in standards and procedures for assessing pupils' attainment and progress. Overall, the school provides satisfactory value for money.
51. There is a very good match of teachers and classroom assistants to the demands of the curriculum. All staff are well qualified and there is a mix of younger and more experienced staff. Teachers are committed and enthusiastic and provide an inspiration to pupils. The school has an above average number of teachers for its size. This is a deliberate policy to ensure that there are only two year groups in each class, although reception pupils still have to be taught with the Years 1 and 2 pupils. The arrangements for the reception and Years 1 and 2 pupils work well because the school employs very good and experienced classroom assistants, who work very effectively with the class teacher. Pupils whose statements of special educational needs require classroom support are well catered for and this help enables them to participate as fully as possible in the statutory curriculum and the extras which the school provides. The school is clear about its spending priorities and has made financial provision to maintain staffing levels in the foreseeable future.
52. The school inducts new staff and newly qualified staff well. Input also comes from the local education authority advisers. All staff have had recent relevant training, in line with their requirements and the school development plan.
53. Several improvements have been made to the accommodation since the last inspection and many of these have taken place over the last twelve months. For example, the school office has been relocated and is now much more accessible to parents. The school has been decorated, the library has been refurbished, and carpets added in two classrooms so that the school now looks bright and welcoming. An outside play area and garden have been added for the Foundation Stage children. Although the school lacks a hall, pupils' physical education has not suffered significantly because of the emphasis placed on sports and the focus on developing healthy life styles. The buildings are well maintained and cleaned, classrooms are of an adequate size for the numbers of pupils and good use is being made of all available spaces. The good playground and the sports field are well used and there is a well-maintained environmental area.
54. Learning resources are mainly of good quality and quantity. Teachers use them efficiently and effectively and these make a significant contribution to the quality of pupils' learning. The library is undergoing refurbishment but the present stock of fiction and non-fiction books is satisfactory. There is a wide range of reading scheme books. There is a good number of computers, hardware and software and this means that pupils have regular access to information and communication technology



equipment. Deficiencies in resourcing for design and technology, history, geography and the Foundation Stage highlighted in the previous report have been successfully remedied and these subjects are well resourced.

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

55. To further improve standards, the governors, acting headteacher and staff should:
- (1) Improve pupils' standards in Years 3-6 in the use and application of information and communication technology by raising teachers' expectations of what pupils can achieve in this aspect of the subject.  
*(Paragraphs: 5, 6, 26, 110, 112)*
  - (2) Make more effective use of the information gained from assessing and testing pupils' attainments by:
    - i) planning activities, in subjects other than English, mathematics and science, that are more closely matched to pupils' individual needs;
    - ii) providing more activities in all subjects that extend and challenge higher attaining pupils.*(Paragraphs: 1, 9, 23, 26, 33, 37, 38, 84, 86, 92, 97, 108, 112, 130)*
  - (3) Involve pupils of all ages more fully in identifying areas of their learning where improvement is needed and in considering how improvement might be achieved.  
*(Paragraphs: 8, 38, 79, 86)*
  - (4) Use other areas of the curriculum, such as science, geography, history and religious education, more effectively to promote pupils' literacy and numeracy skills.  
*(Paragraphs: 1, 21, 26, 75, 78, 85, 87, 107)*
  - (5) Provide more opportunities for pupils to develop their speaking skills.  
*(Paragraphs: 1, 2, 8, 21, 26, 63, 70, 71, 130)*
  - (6) Improve the standard of pupils' handwriting, especially in Years 3-6, by developing the regular use of a joined script.  
*(Paragraphs: 1, 8, 9, 21, 76)*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	31
Number of discussions with staff, governors, other adults and pupils	27

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	8	20	3	0	0	0
Percentage	0	25	65	10	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	45
Number of full-time pupils known to be eligible for free school meals	7

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	11

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	10
Pupils who left the school other than at the usual time of leaving	4

### Attendance

#### Authorised absence

	%
School data	5.1

#### Unauthorised absence

	%
School data	0.6

National comparative data	5.2
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National comparative data	0.5
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*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

## Attainment at the end of Key Stage 1 (Year 2) and at the end of Key Stage 2 (Year 6)

The numbers of pupils taking National Curriculum tests have been very small, ie less than ten. The test results of such small numbers of pupils are not a reliable guide to the standards pupils achieve. The test results are not therefore published.

### Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	42
Any other minority ethnic group	0

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

### Exclusions in the last school year

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

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

### Teachers and classes

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

Total number of qualified teachers (FTE)	3.5
Number of pupils per qualified teacher	12.9
Average class size	12.3

#### Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	81.5

*FTE means full-time equivalent.*

### Financial information

Financial year	2000/2001
	£
Total income	142,224
Total expenditure	138,164
Expenditure per pupil	2,657
Balance brought forward from previous year	11,169
Balance carried forward to next year	15,229

### Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1.5
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
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*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	50
Number of questionnaires returned	27

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	26	7	7	0
My child is making good progress in school.	59	41	0	0	0
Behaviour in the school is good.	59	15	22	4	0
My child gets the right amount of work to do at home.	44	48	7	0	0
The teaching is good.	59	37	0	4	0
I am kept well informed about how my child is getting on.	30	48	19	4	0
I would feel comfortable about approaching the school with questions or a problem.	81	15	0	0	4
The school expects my child to work hard and achieve his or her best.	67	30	0	4	0
The school works closely with parents.	48	37	11	4	0
The school is well led and managed.	56	22	11	11	0
The school is helping my child become mature and responsible.	67	26	4	0	4
The school provides an interesting range of activities outside lessons.	70	26	0	4	0

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

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

#### Strengths

- Standards have made a very good improvement since the previous inspection.
- Most children achieve or exceed the expected standards in all areas of their development by the end of Year 1.
- The quality of teaching and learning is good.
- Children benefit from the very good teamwork amongst teaching and non-teaching staff.
- Assessment information is used well to match tasks closely to children's individual needs.
- Children are prepared well for work in Year 1.

#### Area for improvement

- Opportunities are sometimes missed in literacy and numeracy activities to extend children's speaking skills.

56. At the time of the previous inspection, the quality of provision and children's achievements were judged to be unsatisfactory. There has been a very good improvement since then due to the successful implementation by the class teacher of national guidelines for Foundation Stage children, improvements to the quality of planning and resources and the raising of expectations of what children can achieve. As a result, children now often make good progress and achieve well. Children receive a positive start to their life in school and are well prepared for entry into Year 1.
57. In the Years 1 and 2 mixed-age class, there is a small group of reception children. When children enter school, most have had experience of playgroups or nurseries. Levels of attainment on entry over time are broadly average, but with some significant variations from year to year. Children achieve well in all aspects of the required areas of learning. This is because the quality of teaching and learning is consistently good, expectations of what children can achieve are high and teamwork amongst the teacher and classroom assistants is very effective. An initial assessment of children's abilities, called baseline assessment, soon after they start in reception, is used well to plan activities that are well matched to children's needs. These arrangements help them to achieve well and make good progress. The teacher's planning is linked closely to the national Foundation Stage requirements. Consequently, children enter Year 1 with confident reading, writing and numeracy skills for their age.
58. The quality of teaching and learning is consistently good. During the inspection, five lessons were observed and all were judged to be good. The teacher has a very good relationship with the children and they respond well to her high expectations and her sensitive but firm approach to their learning. She establishes a positive work ethic from the start through effective use of praise and encouragement. As a result, children soon become keen to work and play and try hard to achieve the challenges set by their teacher. This enthusiasm is one of the main reasons why children make rapid progress in their first few weeks in school in their personal, social and emotional development. Sometimes, activities are linked closely to lessons taught to the older pupils in the class and children benefit from shared experiences. For example,

children enjoyed working with the Years 1 and 2 pupils on science activities related to forces. They worked with a classroom assistant and their pleasure was evident as they tested paper windmills they had made. They made good gains in their knowledge and understanding of the world as a result. This session illustrated the very good teamwork between staff. The responsible and efficient way in which classroom assistants carry out their duties makes a significant contribution to the smooth running of activities and to children's good achievements.

59. A good range of quality resources and equipment, including an enclosed outside area, support children's learning activities well. The role-play area in the classroom is colourful and inviting. Effective use is made of the school grounds and the environmental area to support learning in several elements of learning. Central resources are very well organised in plastic containers, with labelling that identifies the areas of learning that they are intended to promote. This means that all adults, including parent helpers, have easy access to the most suitable resources when working with children.

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

60. Children make good progress in this area of learning and often exceed the expected standard, or early learning goal, by the time they enter Year 1. This is due mainly to the good quality of teaching and learning and the calm, supportive manner of the classroom assistants. Children benefit from the strong emphasis placed on sharing, working together and being encouraged to take responsibility for their work. As a result, children learn to respect each other's views and become familiar with joining in discussions and expressing their opinions. Staff encourage children to work on their own or co-operatively, for instance in role-play activities or when using outdoor equipment. When sitting on the carpet, children are encouraged to listen carefully to both the teacher and other children. Emotional development is well catered for through role-play, for example when acting out a rescue at sea during a lesson about lifeboats.

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

61. Children achieve well in this area of learning because of the carefully planned activities and the regular individual attention they receive from the teacher and classroom assistants. Assessment is well organised and the teacher and classroom assistants use information gained to organise activities that are well matched to children's individual needs. Arrangements for teaching literacy are good, with whole-class teaching to introduce important aspects of learning, such as simple punctuation, followed by small group activities to reinforce the skills learned.
62. Children make particularly good progress in reading and most exceed the expected standards by the time they enter Year 1. This is because there is a good balance between activities that successfully develop an enjoyment and love of books and those that teach children formal skills. For instance, staff help children to browse through books and regularly read them stories and poems. A commercial phonics scheme is used well to teach letter sounds and children enjoy performing actions associated with certain letters.
63. Children make satisfactory progress in the development of their speaking and listening skills and most achieve the standards expected by the time they enter Year 1. Staff value what children say and encourage them to talk about their personal experiences, but opportunities are sometimes missed to let children talk at length



during literacy and numeracy lessons in particular. Children progress well with the development of writing skills. They are taught to form letters correctly and write simple, understandable sentences with spellings that are recognisable. As a result, they are well prepared for their work in Year 1.

### **Mathematical development**

64. Children achieve well in their mathematical development. This is because staff match work closely to children's individual needs and have high expectations of what they can achieve. As a result, most children exceed the expected standard by the time they enter Year 1. Children count competently to 20, match cubes to numbers and write figures correctly. Through very good teaching and well-organised practical activities, such as the production of simple graphs, the understanding of numbers on a clock face and recognition of the days of the week, children's knowledge and use of mathematics develops well. Staff are successful at challenging children to think carefully about ways to solve simple problems and, in this way, make a significant contribution to children's good rate of progress.

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

65. Children make good progress in this area of learning and achieve well. By the time they enter Year 1, most achieve and some exceed the expectations for their age. The quality of teaching and learning is good and is characterised by effective use of the school site and the immediate locality to provide children with first-hand experiences. For example, children's knowledge is extended by visits to the local village, including the church, to develop basic directional skills or to look at the similarities and differences between people's houses. The environmental area and an enclosed outside garden are used well to stimulate an interest in nature. The growth of tadpoles in a tank helps children understand that living things change as they grow. Children are encouraged to use construction kits to build models of things they see around them. Children do this competently and are proud of their achievements. Children control the computer with good skill and use information and communication technology well to draw pictures, play simple literacy and numeracy games and wordprocess words and phrases. The teacher plans purposeful play activities using sand and water that are effective in developing early science skills. Staff are successful at knowing when to let children discover things for themselves and when to intervene with skilful use of questions or help with correct vocabulary.

### **Physical development**

66. Teaching of aspects related to children's physical development is good and, as a result, children exceed the expected standard by the time they enter Year 1. The teacher works very hard to plan an extensive range of outside activities for children in order to compensate for the lack of a school hall. For example, the enclosed outside area, the school playground and the playing field are used well for children to play with large equipment and wheeled toys, enjoy team games and develop control of their actions as they run, jump and hop. Dexterity is successfully promoted through handling objects such as sand, puzzles and construction apparatus. A strong emphasis is placed on developing hand control through early drawing and writing skills. As a result, most children have a firm pencil grip and form letters correctly. There are many opportunities for children to use paintbrushes, pencils, crayons and felt pens for writing and drawing pictures and they make good progress in these skills as a result.

## Creative development

67. Displays of artwork show that children make good progress in this aspect of their creative development and most children achieve or exceed the expected standards by the end of the reception year. The quality of teaching is good. Children respond well to interesting painting and drawing activities and, as a result, control pencils, paint and crayons well when colouring in shapes they have drawn or painted. Creative activities are carefully planned by the teacher that not only extend skills, but also develop enjoyment and appreciation of art, drama and music from children's own and other cultures. For example, evidence of children's past work shows that they made good gains in their knowledge and understanding of West African culture as they studied and dressed in clothes and masks from that part of the world. In a music lesson observed, children handled percussion instruments with care and showed a developing awareness of loud and soft. In the classroom and in assemblies, they join confidently in singing hymns and songs and particularly enjoy action songs. Good opportunities are provided for role-play. Classroom assistants make a significant contribution to children's creative development in this aspect of their learning, setting good role models for the children as they join enthusiastically in role-play activities.

## ENGLISH

### Strengths

- Standards in reading are above average by the end of Year 2 and Year 6 and pupils make good progress.
- Pupils have a good knowledge and understanding of grammar, punctuation and spelling.
- The quality of teaching is good overall and teachers plan lessons very thoroughly.
- Pupils have very good attitudes to the subject and achieve well.

### Areas for improvement

- Other subjects of the curriculum are not always used effectively enough to promote and extend skills, such as speaking and writing, learned in literacy lessons.
- Very few pupils use a joined script in their written work, particularly in Years 3-6.

68. Inspection evidence shows that pupils in the present Year 2 and Year 6 are attaining standards that are broadly in line with the national average overall. Reading standards are above average. Writing and speaking skills are average. School data shows that, when these standards are compared with levels of attainment on entry

into school, pupils, including those with special educational needs, make good progress and achieve well. Standards are similar to those reported at the time of the previous inspection.

69. Only small numbers of pupils take the national tests at the end of Year 2 and Year 6 so comparisons from year to year with the performance of other schools are unreliable. However, results show that standards over time are often above the national average. Fluctuations in results are due mainly to differences from year to year in the level of pupils' attainments on entry into school.
70. Pupils in Years 1-6 have well-developed listening skills for their respective ages, but speaking skills are no more than average. Teachers plan a wide range of activities to promote speaking and listening skills in all subjects. However, the emphasis in lessons is sometimes greater on encouraging pupils to listen carefully to stories, to each other, to music and to their teachers than it is on encouraging pupils to speak at length. The Years 1 and 2 classroom contains a wide range of resources and equipment for the promotion of speaking and listening, which pupils enjoy using. The teacher and classroom assistants work well with individuals and groups of pupils during lessons and opportunities for pupils to speak about what they are doing are well managed during group activities. The more formal sessions at the end of lessons, where pupils talk about what they have learned and present their efforts to the rest of the class, are sometimes too short and opportunities are missed to fully extend speaking skills.
71. In Years 3-6, pupils are willing to express opinions and many have useful and pertinent ideas they wish to share with the rest of the class. However, pupils' participation in discussions is not as positive as the good levels of effort and enthusiasm they give to most other aspects of their work. Where speaking is at its best, pupils benefit from the chance to share their good work. For example, in a Years 5 and 6 literacy lesson, pupils read out different endings to a Japanese folk story that they had written. They spoke clearly and with expression and responded well to the reactions of the audience to their interesting and humorous ideas.
72. Reading is well taught throughout the school and, as a result, pupils achieve well and make good progress. The subject has a high status in classrooms and around the school, with a good range of quality fiction and non-fiction books and a well-used central library. In Years 1 and 2, pupils benefit from the effective teaching of phonics, based on a commercial scheme. Pupils are successfully encouraged to use books to find information as well as to enjoy stories and poems. Pupils take home books to read every day after school and the good liaison between the class teacher and parents is very effective in helping pupils to make good progress. By the end of Year 2, pupils are confident readers.
73. In Years 3-6, the interest in books and reading is sustained and, by the end of Year 6, pupils read fluently and many read with expression. The use of skills, such as scanning a page quickly for the main points, inference and deduction, is good and a significant improvement since the previous inspection. Pupils handle books with confidence. The encouragement of pupils to use books as a source of reference, for example in geography and history lessons, makes a significant contribution to standards. This practical application of reading skills extends learning well.

74. Pupils make satisfactory progress in writing in Years 1-6. Effective teaching of basic writing skills is a significant strength of provision. As a result, by the end of Year 2, pupils write in sentences. They correctly punctuate sentences with capital letters and full stops. They are successfully encouraged by their teacher to write stories, poems, letters, accounts and explanatory labels for wall displays. They often use imaginative vocabulary and they attempt to make stories interesting. By the end of Year 6, pupils have a sound knowledge and understanding of basic grammar, punctuation and spelling and first drafts of written work contain only a few errors.
75. At the time of the previous inspection, it was reported that pupils did not write at sufficient length, work often lacked structure, the range and quality of vocabulary was limited and punctuation was poor. There has been a significant improvement since then. Pupils' present and past work shows that they write imaginative stories and are particularly good at making notes as a result of research, for instance in geography lessons. There are not so many examples of pupils writing at length in other subjects or, for example, expressing their personal thoughts and feelings in religious education lessons or their feelings about people and events in history.
76. Handwriting is taught systematically, but the teaching of a joined script has not had a strong focus. Pupils take care with their work and write neatly, but the vast majority of pupils do not use a joined script in their everyday work.
77. The quality of teaching and learning is good overall. Four lessons were observed during the inspection. Of these, three were judged to be good and one very good. This consistency is achieved because teachers plan lessons together. The National Literacy Strategy guidelines have been implemented well and teachers follow a common format for their termly and weekly planning. This strategy is successful in providing pupils with a progressive and continuous development of their skills between year groups. Consistency in the quality of teaching and learning is also achieved through formal and informal evaluation of lessons to see how they can be improved. Teachers are successful at creating a relaxed working atmosphere in classrooms that encourages pupils to work hard and try to achieve their best. Relationships between teachers and pupils are very good and these lead to good levels of concentration and productivity. As a result, pupils have very good attitudes to their work and behaviour is very good in lessons.
78. The subject curriculum is broad and balanced and provides pupils with good basic skills in the use of English. At the time of the previous inspection, it was reported that literacy skills were not promoted well enough in other areas of the curriculum. There has been an improvement since then, but opportunities are still missed, for instance, in science, geography, history and religious education lessons to promote speaking and writing skills in particular. Information and communication technology is used satisfactorily to support learning, but the subject is underused in Years 5 and 6 in particular to apply skills learned in literacy lessons.
79. The subject co-ordinator provides very good leadership. She has a commitment to high standards and is leading her colleagues well in monitoring and evaluating the quality of teaching and learning, pupils' strengths and areas for improvement. Procedures to monitor pupils' achievements have only been in place for about a year but are beginning to be used effectively to check the rate of progress made by all pupils. Assessment data is used well by teachers to identify three groups of differing ability in each lesson and to vary activities for these groups. As a result, pupils with special educational needs receive particularly good support and make good progress towards the targets in their individual education plans. Work for higher attaining pupils

is often challenging and they achieve well. All pupils, however, are not fully involved enough in identifying how they could improve their performance but a satisfactory start has been made in attaching personal target sheets inside pupils' exercise books to draw their attention to areas of weakness.

## MATHEMATICS

### Strengths

- Pupils in Years 1-6 show good knowledge and understanding of basic numeracy skills.
- Teaching is good overall because teachers match work closely to pupils' needs.
- Teachers make effective use of the National Numeracy Strategy guidelines in their planning and this helps lessons to be interesting and motivating.

### Areas for improvement

- There are not enough opportunities for pupils to use their well-developed basic skills to solve problems.
- Opportunities are missed to extend pupils' skills in other subjects such as science and geography.

80. At the time of the previous inspection, standards were reported to be average by the end of Year 2 and above average by the end of Year 6. Evidence from this inspection shows standards to be average by the end of Year 2 and Year 6. However, school data and evidence of pupils' past work shows that pupils, including those with special educational needs, make good progress when matched against their levels of attainment on entry. Results over time, as shown by the results of national tests and assessments, fluctuate due to the small numbers of pupils in each year group and are not a reliable means of comparing performance with other schools from year to year. What they do show is that standards since the previous inspection have risen broadly in line with the national trend. There are no significant differences in the performance of boys and girls.
81. Two lessons were observed in the Years 1 and 2 class and, in both, the quality of teaching and learning was good. Pupils benefited from a good structure to the lessons because they were based firmly on the National Numeracy Strategy guidelines. Consequently, there were lively opening sessions that served to stimulate pupils' thinking and promote their interest. Group activities were well matched to pupils' needs so that they received enough challenge to move them on at a good pace in their learning. Lessons were characterised by well-managed sessions at the end in which key learning points were discussed and consolidated. In both lessons, pupils showed that they were familiar with multiplication tables 2 to 5 and the 10 times table. They used these facts well to help them solve division problems, sharing two digit numbers by 2. The teacher showed a good understanding of pupils' abilities. For example, those with special educational needs received very good, sensitive support from her, made good progress and achieved well as a

result. Higher attaining pupils sustained their concentration and effort well during periods when they worked unsupervised but they also benefited from the teacher's input on a regular basis.

82. In the second lesson, there was clear evidence of pupils' good progress as higher attainers built successfully on the knowledge and understanding of sharing gained the previous day to divide two digit numbers by 2, 3 and 4. Other pupils consolidated their learning as they worked with plastic cubes on a series of sharing problems.
83. In the two lessons seen in Years 3-6, one was satisfactory and one was good. There was evidence that teachers in all classes plan together as the lessons followed the same effective format as those in Years 1 and 2. Years 3 and 4 pupils showed at the start of a lesson that they are familiar with the six times table and most showed a good quick recall of number facts when challenged. In part of the lesson about symmetry, higher attaining pupils competently identified different types of symmetry. Average attainers used practical methods effectively to determine reflective symmetry. Lower attaining pupils showed a basic understanding of symmetry. There were times in the lesson when unsupervised groups lacked the benefit of additional input from the class teacher to move them on at a more challenging pace in their learning.
84. In a lesson for Years 5 and 6 pupils, the teacher had prepared a helpful range of resources to support pupils' work as they constructed line graphs to find missing data. Levels of challenge were high and these meant that pupils had to make effective use of their previous learning to solve the set problem. Higher and average attaining pupils moved on well in their learning because of the good match of work to their needs. However, lower attainers and pupils with special educational needs, despite receiving very good support from the teacher and classroom assistant, struggled early on in the lesson because the activity was pitched at too high a level and they made slow progress.
85. The quality of teaching and learning is good overall. One of the key strengths is the teaching of basic skills. Teachers have high expectations of what pupils can achieve in the learning and recall of number facts, application of the four rules of number to money, measurement and fractions, knowledge of shapes and their properties and capacity. Pupils' standards of basic numeracy are above expectation by the end of Year 2 and Year 6. The application of basic skills to problem solving is not so well developed and, in Years 1-6, not enough demand is made of pupils to explain their thinking and their methods in order to develop strategies for solving problems. Teachers' subject knowledge is good and this means that they confidently answer pupils' questions. Lessons are characterised by the preparation of good quality resources and effective use is made of commercial worksheets to sustain group work and consolidate learning.
86. The excellent teamwork amongst teachers and classroom assistants makes a significant contribution to the standards achieved. Classroom assistants are well trained and given considerable levels of responsibility in dealing with individuals or groups of pupils. These factors, coupled with the small class sizes, mean that pupils gain significant benefit from personal attention during lessons. Teachers make satisfactory use of information and communication technology to support learning. For example, pupils are familiar with using a database to enter information and present it in the form of graphs and charts. Assessment procedures are used satisfactorily and work is generally matched well to pupils' needs. A start has been made this school year to the setting of individual targets for pupils to help them know

what they need to do to improve. However, pupils are not yet familiar with, or involved enough in, this process for it to have a significant impact on standards. Another new initiative is the identification of more able pupils. As a result of this, one Year 2 pupil regularly joins the Years 3 and 4 pupils for mathematics lessons.

87. The subject co-ordinator provides good leadership and has led staff well in the implementation of the National Numeracy Strategy. Procedures for monitoring and evaluating the quality of teaching and learning are good and enable the co-ordinator to have an informed view on the strengths and areas for improvement in the subject. She is aware that more needs to be done to promote problem solving in mathematics as well as other subject lessons and has useful plans to improve provision in this respect.

## SCIENCE

### Strengths

- Pupils' standards are above average by the end of Year 2 and Year 6.
- The quality of teaching and learning is good and pupils benefit from teachers' good subject knowledge and enthusiasm.
- The curriculum is imaginative and resources well used.

### Area for improvement

- Assessment information is not used well enough to set targets for individual pupils or make adjustments to future lesson plans.

88. At the time of the previous inspection, pupils' standards were reported to be above average by the end of Year 2 and Year 6. Standards, as shown by the results of national tests and teacher assessments, have fluctuated since then, but the small number of pupils in each year group makes comparisons with the performance of past year groups unreliable. Inspection evidence shows that standards of the present Year 2 and Year 6 pupils are similar to those at the time of the previous inspection and are above average.
89. A large proportion of pupils in Year 2 reach a higher than expected level. The higher attaining pupils have a well above average understanding of forces. For example, they explain why a boat will sink when it is overloaded. Most pupils conduct simple experiments and carefully record their observations and results in the form of a table. In Year 6, nearly all pupils reach the expected level or higher. Pupils successfully apply the knowledge and understanding they gain from earlier investigations to solve new problems and suggest ways of improving experiments. Pupils, including those with special educational needs, achieve well in Years 1-6. Boys and girls achieve equally well. Years 1 and 2 pupils quickly develop independence and clarity of thinking, enabling them to cope, for example, with different experiments in the same lesson. Years 3-6 pupils retain facts and vocabulary very well and, as a result, make good progress in scientific thinking.
90. These levels of achievement are made possible by the good quality of teaching and learning, characterised by the high expectations and enthusiasm of the teachers. The planning and coverage of the curriculum are thorough, as is the management of the different ages and abilities within each class. The Years 1 and 2 teacher provides demanding tasks to match different levels of ability and these motivate the pupils to work very hard. For example, in a very good lesson on forces, pupils tackled five short

investigations in turn. Very clear objectives and good questioning helped them compare what was happening in each case and improve their understanding, before moving on to a more complex challenge. As a consequence, their learning was very good. In a lesson for the Years 3 and 4 pupils, about how plants take up water, the teacher's knowledge, skill and sheer enjoyment of the subject enthused the pupils. They used the understanding gained in earlier lessons to explain their observations and predict what would happen. All pupils were able to understand the concept of fair testing and could point out sources of error in the measurements. The teaching of the Years 5 and 6 pupils is equally good in consolidating and reinforcing knowledge and understanding. Teaching is sometimes less successful in challenging and moving pupils on, particularly higher attaining pupils. These pupils are ready for more opportunities to devise and test their own hypotheses and develop individual learning skills.

91. All pupils enjoy science, take care in their work and are eager to explain what they know. Behaviour is very good and normally only causes problems when the work is not challenging enough. Teachers take very good care to include all pupils, including those with special educational needs. They brief classroom assistants well to ensure that support is directed where it is needed. Although teachers take care to use the correct scientific vocabulary, they do not spell out the key words in every lesson or provide lists for later reference. The school's curriculum provides good opportunities to use arithmetic, measurement and data handling in science, which adds to pupils' numeracy skills. The school has good resources, including special outdoor areas, which are stimulating and used effectively by teachers to motivate the pupils and extend learning in the natural sciences. Pupils also have good opportunities to use information and communication technology. For example, they measure light transmission in a greenhouse experiment and search databases and the Internet for information.
92. The subject co-ordinator provides satisfactory leadership. The work in science reflects the school's aims and values well in the way that it creates a positive atmosphere for learning and a desire to learn. Procedures for monitoring and evaluating standards and the quality of teaching and learning are satisfactory, but are not applied with sufficient rigour to make sure that best practice is adopted. Similarly, procedures for assessing pupils' attainment and progress are satisfactory, but the information gained is not always analysed thoroughly enough to make accurate adjustments to future lesson plans. Consequently, there are occasions in lessons when more could be demanded of higher attaining pupils.

## ART AND DESIGN

### Strengths

- By the end of Year 2, pupils' attainment is above average.
- Teachers make good links with other subjects, which increases pupils' interest and involvement.

### Areas for improvement

- There are no formal procedures for assessing pupils' attainment and progress.
- Pupils are not taught enough about other artists and craft workers.



93. At the time of the previous inspection, it was reported that there was no overall outline, or scheme of work, to show what pupils were expected to do in each year group and key stage. Since then, there has been a satisfactory improvement. Teachers' planning is now based on national guidelines, and this means that there is now a continuous development of skills throughout the school.
94. Standards of pupils' attainment are above those expected by the end of Year 2 and in line with those expected by the end of Year 6. Pupils, including those with special educational needs, achieve well and make good progress in Years 1 and 2 and make satisfactory progress in Years 3-6. Art and design is taught in blocks of time each school year, which alternate with time allocated to design and technology. The recent focus in Years 3-6 has been on design and technology and this is the main reason why pupils' art and design achievements are not of such evident quality as they are in Years 1 and 2. These pupils learn to use colour very well and create expressive seascapes, imaginative collages and well-observed drawings. Pupils in Years 3-6 make lively and colourful paintings based on the cross-sections of fruit and simple block and stencil prints based on plant forms. Pupils throughout the school are less confident in their knowledge and understanding of wider aspects of art and the life and work of artists.
95. It is not possible to make a reliable judgement about the quality of teaching and learning, as only one lesson for Years 1 and 2, and part of a lesson for Years 3-6, were observed. However, as a result of talking to teachers and pupils, examining pupils' work folders and sketchbooks and looking at teachers' planning, the indications are that it is at least satisfactory and sometimes good.
96. In Years 1 and 2, specific skills and techniques are well taught. Pupils benefit from the effective use of a good range of resources. Visits in the local area are used well to stimulate pupils' creativity and promote observation and recording. For example, after a good introduction and demonstration from the teacher, Years 1 and 2 pupils concentrated for a long time as they drew pebbles from the beach at Bude. They achieved well and produced work of a good standard. Teachers in all classes make good links with other subjects and these bring relevance to pupils' work. For example, Years 1 and 2 pupils compared photographs of a recent visit to Bude with Victorian photographs in the same location and drew observational drawings illustrating similarities and differences between then and now. Years 3 and 4 pupils confidently explained the links between leaf patterns they were printing and their work in science and mathematics. In the lessons observed, pupils' behaviour was very good. They respond well to the well-prepared and resourced lessons and work enthusiastically but carefully. These good attitudes make a significant contribution to the standards achieved.
97. The subject co-ordinator provides satisfactory leadership. She has a satisfactory knowledge and understanding of the strengths and areas for improvement. She is aware that a lack of formal assessment procedures means that the progressive development of pupils' knowledge and skills in some areas is unclear. Teachers' marking is not consistent and does not give pupils clear targets and an understanding of how well they are doing. The use of information and communication technology is good. Teachers ensure that pupils work with a computer painting program, as well as traditional materials, and make use of the computer for pattern production. There is not enough reference to the work of artists and crafts workers, both past and present, which could help pupils place their work in context. In this way, teachers may then build more effectively on the enthusiasm and enjoyment pupils have for the subject.

## DESIGN AND TECHNOLOGY

### Strengths

- Pupils' attainments are above those expected by the end of Year 2 and Year 6.
- The quality of teaching and learning is good.
- Pupils benefit from resources of good quality and quantity and use them well.

### Area for improvement

- There are no procedures for assessing pupils' attainment and progress.

98. At the time of the previous inspection, it was reported that pupils' standards were below expectations and progress was unsatisfactory. There has been a good improvement since then and pupils' attainments by the end of Year 2 and Year 6 are above those expected. Pupils, including those with special educational needs, achieve well and make good progress. Standards are better because of improvements to teachers' subject knowledge and confidence, curriculum planning and resources.
99. Pupils benefit from teachers' good knowledge and understanding of skills and techniques. As a result, Year 2 pupils develop good skills in measuring, cutting and joining a range of materials. Their understanding of mechanisms is very good. Not only do pupils plan their work well for their age, but they learn to evaluate and improve their models. In a project on playground equipment, a higher attaining pupil wrote, 'We stopped our swings from hitting each other and we lowered one swing'. An average ability pupil wrote, 'Next time we would use the glue gun instead of insulating tape'. Teachers plan projects that have relevance to pupils' learning and these sustain and maintain their interest and enthusiasm. For example, Year 6 pupils successfully combine designing and making skills with scientific theory. They design and test greenhouses in which they observe the growth of plants.
100. The quality of teaching and learning is good. The basis of pupils' good achievement throughout the school is the thoroughness with which techniques and design principles are taught. Teachers plan work together, based on national guidelines, which help to provide a progressive development of pupils' skills. Assessment procedures are largely informal. However, teachers are familiar with the national guidelines and have a good knowledge and understanding of what pupils should be able to achieve at respective ages and abilities and plan work and support accordingly. Support for lower attaining pupils and those with special educational needs is particularly good. In a very good lesson for Years 1 and 2 pupils, classroom assistants and volunteers helped pupils to make glove puppets, based on characters from Hindu mythology. The teacher's very good organisation and management meant that pupils of different abilities learned useful sewing techniques. Higher

attaining pupils learned how to make gathering stitches, as well as running stitches, and how to operate a hand sewing machine. As a result, pupils of all abilities achieved well and made good progress.

101. The subject co-ordinator provides good leadership. Improvements over the last twelve months to the curriculum, resources and teaching methods have proved useful in raising attainment as well as pupils' interest. Teachers are very enthusiastic and committed to raising standards. A good link with the local secondary school means some lessons are taught with the help of specialist textiles teachers. During the inspection, a very good Years 5 and 6 lesson, involving teachers from a local secondary school, enabled pupils to use sophisticated printing and sewing techniques to make lively and interesting cushion covers for the school library. They gave thoughtful consideration to the way the cushions are likely to be used, as well as the colour scheme, in their designs. Good use is made of information and communication technology for designing and research.

## GEOGRAPHY AND HISTORY

### Strengths

- Pupils' standards by the end of Year 6 in both subjects have made a good improvement since the previous inspection.
- The standard of pupils' research and enquiry skills in geography and history is good.
- Trips and visits to the local area and further afield are used effectively to extend pupils' learning in both subjects.
- Pupils' attitudes to their learning are very good.
- The subjects are used well to promote pupils' personal development.

### Areas for improvement

- Information gained from assessment procedures is not used effectively enough to ensure that pupils of all abilities, and higher attainers in particular, are regularly challenged by their tasks.
- Opportunities are missed to promote pupils' literacy and numeracy skills.

102. At the time of the previous inspection, pupils' standards and progress at the end of Year 6 in both subjects were reported to be unsatisfactory because several staff changes had resulted in disruptions to the continuity of pupils' learning. Since then, Years 3-6 pupils have benefited from greater systematic build up in the development of their skills as a result of a more settled staffing situation. Despite some staff changes over the last two years, standards are now in line with those expected by the end of Year 6. Pupils, including those with special educational needs, make satisfactory progress throughout the school and achieve well.

103. In both subjects, pupils are particularly good at using maps, pictures, books and artefacts to research themes and find answers to key questions. The quality of these skills is a major strength of their learning. This is because teachers give a strong emphasis in their planning to activities that encourage pupils to find out for themselves. For example, in a Years 1 and 2 history lesson, pupils made good use of colour slides, photographs, models and books to gather information about the similarities and differences in rescues at sea over the last 100 years. Pupils worked hard, often with help from their teacher and the classroom assistant, to write and

draw about lifeboats then and now. The fact that one of the pupils was related to Grace Darling added a unique dimension to the quality of the lesson.

104. In a Years 3 and 4 geography lesson, pupils were observed finding out about the River Thames as part of a class project on rivers. The teacher had provided a wide range of books, photographs and texts to help them with their task and it was evident that pupils were well used to using the contents and index pages in information books to extract relevant information. One factor which contributed to the good quality of learning was the specific purpose the teacher had planned for pupils' tasks. Pupils knew that they were gathering information for a computer database about rivers and this added relevance to their work and helped to maintain and sustain their interest.
105. In a Years 5 and 6 lesson, in which pupils researched for information about St Lucia, pupils also demonstrated well-developed skills as they gathered information about the weather, the landscape and exports. In both geography lessons, a whole-class session at the end was successful in consolidating what had been learned, as groups of pupils explained to the rest of the class what they had discovered.
106. The quality of teaching and learning is good overall. Evidence from pupils' past work in geography and history shows that teachers make effective use of the local area to consolidate and extend pupils' learning. For example, pupils have a good knowledge and understanding of changes that have taken place since Victorian times in the village of Warbstow. Pupils make sensible suggestions and observations about why shops and businesses in the village have closed. Pupils have a good knowledge and understanding of land use around the village and how important farming activities are to the life of the local community.
107. In projects and themes studied, teachers often plan links with other subjects of the curriculum and there is evidence in pupils' work of literacy, numeracy and information and communication technology skills being used. However, although a start has been made to use geography and history to extend skills in other subjects, the quality and quantity of written work is variable throughout Years 1-6. There is not as much written work as might be expected in pupils' books and folders, particularly in Years 3-6. There is evidence in the books of Years 5 and 6 pupils of some unsatisfactory standards of presentation and handwriting at the beginning of the school year. However, these pupils have made a significant improvement since then as expectations of what pupils can achieve have been raised by the present class teacher. Opportunities are missed to make more effective use of information and communication technology to support pupils' learning.
108. The co-ordinator for both subjects provides satisfactory leadership. She leads reviews of the subject schemes of work, provides helpful guidance to colleagues as they plan lessons together and manages and organises resources effectively. In these ways, she has successfully maintained the status of geography and history in the school curriculum and contributed significantly over the last twelve months to the steady improvement in standards at the end of Year 6. The co-ordinator is aware that, although teachers know their pupils well, work is not always matched closely enough to pupils' needs, particularly those of the higher attainers. This is because there are no formal assessment procedures, but teachers are beginning to make more effective use of samples of pupils' work to monitor and evaluate standards.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Strengths
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- The quality of teaching and learning is good in Years 1 and 2.
- Pupils benefit from a good range of resources.
- Information and communication technology is used to support pupils' learning in all curriculum subjects.

#### Areas for improvement

- Pupils make unsatisfactory progress in the development of their skills in Years 3-6 and standards are below expectations by the end of Year 6.
- Information gained from assessment procedures is not used well enough to set pupils challenging targets and tasks in Years 3-6.

109. At the time of the previous inspection, pupils' standards were reported to be in line with those expected of their ages by the end of Year 2 and Year 6. National Curriculum requirements have been reviewed since then and more is now expected of pupils as they get older. The school has not kept pace with these requirements and, as a result, standards are lower in Years 3-6 than they were at the last inspection.
110. By the end of Year 2, pupils, including those with special educational needs, achieve well and standards are average. Pupils use a computer confidently to write simple text, paint a picture and explore a 'microworld' such as a simple adventure game. All pupils successfully instruct a floor robot to follow simple commands. Higher attaining pupils build a sequence of commands and successfully program the robot to achieve a particular goal. When using a computer, higher attaining pupils know how to save and print their work. By the end of Year 6, pupils' attainment is below expectations and progress is unsatisfactory. Pupils confidently produce simple wordprocessed text with the addition of clip-art, use a web-browser and search a database or CD-Rom for information. However, few pupils have learned to use cut and paste techniques effectively, send and receive e-mail, or combine information from more than one source, for example in a multimedia program. Their understanding of how the computer system works is limited.
111. The quality of teaching and learning in Years 1 and 2 is good and results in good achievement. The teacher and classroom assistants instruct the pupils well and take every opportunity to use information and communication technology to enhance learning. The technology is used very effectively with pupils who have special educational needs. English and mathematics computer programs successfully reinforce concepts learned during literacy and numeracy lessons. A painting program controlled by a joystick helps pupils improve hand control skills. Pupils enjoy using computers and see them as an everyday tool for learning.
112. The quality of teaching and learning is satisfactory overall in Years 3-6. Pupils have discrete information and communication technology skills lessons, but achievement overall is below expectations. One of the main reasons for this is that pupils in Years 5 and 6 have not had the benefit of a complete curriculum and good resources earlier in their school career. Another reason is that teachers, although they have a good understanding of information and communication technology and ways that it can be used to support and extend pupils' learning, do not challenge pupils at levels that match abilities. This is because procedures for assessing pupils' attainment and progress are not used well enough to determine the level of pupils' achievements. Higher attaining pupils in particular do not have enough opportunities to practise their skills in challenging and demanding projects.

113. Pupils enjoy information and communication technology activities and have good attitudes to the subject. For example, Years 5 and 6 pupils regularly take the opportunity before and after school to play educational games and, occasionally, to continue work begun in class. With this opportunity, and considering the fact that at least half the pupils have access to a computer at home, opportunities are missed for pupils to use information and communication technology to complete homework tasks.
114. The subject co-ordinator provides satisfactory leadership. He has helped to improve the quality and quantity of resources, has provided some training and encouraged teachers to use computers across the curriculum. The monitoring and evaluation of the quality of standards and teaching and learning is not sufficiently rigorous to make sure that pupils' achievements are maintained and extended as they move up the school. Assessment procedures are in the early stages of development but the co-ordinator now has enough information to set targets for pupils to achieve and to make adjustments to future planning, particularly in Years 3-6, in order to raise standards.

## MUSIC

### Strengths

- Pupils' attitudes and behaviour are very good.
- The subject is used well to promote pupils' spiritual, moral, social and cultural development.

115. Only one lesson was observed during the inspection and so it is not possible to make a judgement about the overall quality of teaching and learning. However, using evidence from the lesson for Years 1 and 2, discussions with staff and pupils, scrutiny of teachers' planning and observation of school assemblies, pupils' standards are judged to be at least in line with the expectations for their age by the end of Year 2 and Year 6. Standards are similar to those found at the time of the previous inspection.
116. In the lesson observed in Years 1 and 2, the quality of teaching was very good. The teacher had planned an interesting activity that continued previous work on composing music to accompany a story about the sea. An initial whole-class session was well managed and pupils were successfully encouraged to make observations about the suitability of certain percussion instruments to accompany the various moods of the story. Levels of co-operation amongst pupils were very good as they worked hard in small groups composing their music. Pupils were very well supported in their learning by the teacher and classroom assistant. Pupils responded well to their high expectations and, as a result, achieved well and made good progress.

117. The lesson showed that, in Years 1 and 2, pupils' standards in composing and performing are good. Throughout the school, standards of singing are satisfactory and pupils sing tunefully and with due attention to diction and melody in assemblies. Evidence on video of pupils' past work in whole-school concerts and performances shows that standards of singing are sometimes above expectations for pupils of their age.
118. Teachers base their lessons securely on school and national guidelines. Skills are developed in a steady progression so that lessons build effectively on pupils' previous knowledge and understanding. There are no formal assessment procedures, but teachers know their pupils well and most activities planned are generally challenging, interesting and motivating for all pupils. Pupils benefit from a variety of opportunities that teachers arrange throughout the school year for them to perform to an audience, in concerts at the school or in the local church, as well as experiencing musical productions in Plymouth or in school from visiting artistes. Several pupils receive individual tuition after school on the guitar or violin.
119. The subject is used well to promote pupils' spiritual, moral, social and cultural development. For example, in the lesson observed, pupils were expected to work together co-operatively, sharing views and opinions and respecting what others had to say. Spiritual development was evident in the way that the teacher, classroom assistant and pupils enjoyed singing and making music together. A wide range of songs, music and instruments from different cultures and countries promotes pupils' knowledge and understanding of their own culture and of others around the world.
120. The subject co-ordinator provides satisfactory leadership. She has maintained the status of the subject in the life and work of the school through her support and guidance for staff as they plan their lessons. Resources are of good quality and quantity and some recent purchases of quality percussion instruments have made a significant contribution to the development of pupils' composition skills.

## PHYSICAL EDUCATION

### Strengths

- Standards have improved since the last inspection and are now above expectations by the end of Year 2 and well above average by the end of Year 6.
- Standards in swimming are above those expected by the end of Year 6.
- Pupils' attitudes towards physical education are very good and they take part with enthusiasm.
- Pupils benefit from teachers' high expectations of what they can achieve.

121. No lessons were observed during the inspection due to severe weather conditions, so no judgement can be made about the quality of teaching and learning in the subject. However, evidence from discussions with staff and pupils, records of pupils' achievements and a scrutiny of teachers' planning show that pupils' standards are above those expected by the end of Year 2 and well above by the end of Year 6. These standards represent a good improvement since the previous inspection. Improvement is due mainly to the implementation of a good quality scheme of work,

teachers' high expectations of what pupils can achieve and very effective use of classroom space, the playground and playing field to overcome the disadvantage of not having a school hall.

122. The curriculum is very broad and balanced and is based on a good quality scheme of work that provides effective coverage of all the required areas of learning. An extensive range of extra-curricular activities makes a significant contribution to the breadth of the curriculum and the development of pupils' skills. Football, netball, hockey, rounders, cricket and country dancing clubs are very well attended by pupils. Teaching and non-teaching staff and parents train pupils to use equipment correctly and play games in a sporting but positive manner. For example, over half the pupils in the school were observed playing short cricket in the playground during a school club session. Boys and girls showed well-developed ball skills, bowling, throwing and catching confidently. Pupils struck the ball well and ran swiftly between the wickets. The game was played in a friendly but competitive spirit, with older pupils treating younger pupils respectfully and with care. Levels of inclusion are good and pupils of all abilities take part in the planned curriculum.
123. Swimming records show that standards attained by pupils are good. Virtually all of the 31 junior pupils can swim the required 25 metres. Ten pupils have achieved 1000 metres and seven have swum a mile. In games, despite the small number of pupils, the school achieves considerable success in competitions with other schools in the local area. For example, last year, the school was runner-up in the county cricket finals. In the annual sports day with neighbouring schools, boys and girls won the infant, lower junior and upper junior events. In a local cross-country tournament, the girls came first and the boys fourth. Dance is promoted well and school records show that all pupils took part in a major dance project in the autumn term, culminating in performances which were attended by large numbers of parents and members of the local community. All pupils take part in an outdoor camp on the school playing field each year and benefit from a range of adventurous activities within the local area.
124. The main reasons for the good standards achieved by pupils are teachers' high expectations of what pupils can achieve and the strong emphasis placed on the maintenance of a healthy life style through exercise and diet. Staff are proud of the fact that no pupils in the school suffer from asthma and believe that this has something to do with the physical education programme. The school has recently achieved 'healthy school' status because of its commitment to, and work on, promoting good health. All staff are keen on the subject and they present good role models to pupils in the enthusiastic way they approach physical education activities. As a result, pupils are proud of their achievements and are pleased at the success of others. They have very good attitudes to all physical education activities and take part keenly.
125. The subject is well managed by the co-ordinator. She leads staff effectively in extending pupils' skills throughout the year in gymnastics, games, athletics and swimming. Resources are of good quality and quantity and contribute significantly to the standards achieved. The subject is used very well to promote pupils' spiritual, moral, social and cultural development through co-operative group activities, the enjoyment of success and the raising of pupils' confidence and self-esteem. More able pupils are given good opportunities to extend their skills. As a result, three boys have attended county cricket trials, two pupils compete with a local athletics club at



county level and one pupil has represented the county at rugby. The subject has been used well to involve parents in the life and work of the school and parents give good support to clubs and trips to sporting venues.

## RELIGIOUS EDUCATION

### Strengths

- The quality of teaching is good and has contributed to a significant improvement in standards by the end of Year 6 since the previous inspection.
- Pupils develop a broad knowledge and understanding of other faiths and religions.
- Religious education makes a very good contribution to pupils' personal development.

### Area for improvement

- Opportunities are missed to promote pupils' literacy skills.

126. At the time of the previous inspection, it was reported that pupils' standards by the end of Year 6 were below expectation and progress was unsatisfactory. This was due largely to limited coverage of the subject in Years 3-6. Since then, pupils' standards have made a good improvement and, by the end of Year 2 and Year 6, are now in line with the expectations of the locally agreed syllabus. This is the result of more effective curriculum planning and teaching, and the provision of good quality resources.
127. By the end of Year 2, pupils have developed a good knowledge and understanding of the main features of Christianity and Hinduism. This is because the teacher ensures that religious education has a high status in her termly planning. For example, pupils wrote about and illustrated a story from the Bible each day during Lent and the classroom currently contains a prominent display about the Hindu festival of Raksha Banbahn. These methods are successful in giving pupils regular opportunities to look at the similarities and differences between religions and to develop respect for other people's views and beliefs. Pupils' work, and the detail in their pictures, demonstrate good levels of interest and concentration.
128. By the end of Year 6, pupils have successfully extended their knowledge and understanding of world faiths as a result of teachers' well-planned lessons, effective use of artefacts, books and pictures and visits to places of worship in the local area. As a result, standards are in line with the expectations of the locally agreed syllabus and pupils achieve satisfactorily. Pupils are given regular opportunities in lessons to reflect on the importance of buildings, books and artefacts to people of different faiths. For example, Years 5 and 6 pupils were observed reviewing their previous learning about Judaism. Their levels of knowledge were good as they described how Torah Scrolls are prepared and used. Pupils have a good working knowledge of the Bible. Past work shows how they have used the Bible as a resource to search for information, for instance to find out about the life of Jesus.
129. The quality of teaching and learning is good overall. One important reason for this is that teachers plan lively and motivating lessons. Their own interest and enthusiasm in the subject is conveyed to the pupils, who respond by taking part keenly. For example, Years 3 and 4 pupils were observed in a lesson about the features of a Jewish synagogue. They had previously learned about the characteristics of churches and chapels. They used this knowledge to make sensible and thoughtful comments about

the similarities and differences between all three holy places. The teacher had visited the Holy Land and she used her photographs and experiences very effectively to stimulate and maintain pupils' concentration and interest. As a result, pupils of all abilities made good progress and achieved well. Teachers are successful at helping pupils to think about values such as sharing and caring. This was evident in a lesson for Years 1 and 2 pupils. The teacher used stories from the Bible and Hinduism well to encourage pupils to reflect on kindness and unkindness in relationships. Pupils recorded their thoughts in booklets about 'Caring for each other and my school' and produced work of a good standard.

130. The subject co-ordinator provides satisfactory leadership. The scheme of work fully meets the requirements of the locally agreed syllabus. The co-ordinator has useful plans to lead staff in a review of provision before the end of the school year in order to make adjustments to long-term planning in the light of teachers' views about the subject's strengths and weaknesses. For example, staff have begun to use religious education lessons more effectively to promote pupils' literacy skills. However, they are aware that opportunities are missed to stimulate good quality discussions, amongst older pupils in particular, and to use lessons occasionally for writing at length. Also, there are no formal procedures for assessing pupils' attainment and progress to make sure that enough is demanded of pupils of different abilities during lessons. The strong emphasis on relationships and respect for other people's beliefs and opinions shown in the lessons observed during the inspection is a significant characteristic of provision throughout the school. Themes in school assemblies and the sensitive way that teachers handle class discussions about personal thoughts and feelings, called circle time, make a significant contribution to pupils' personal development. The co-ordinator has successfully extended the range and quality of learning resources and these are used efficiently and effectively to extend pupils' learning.