

# INSPECTION REPORT

**THE BISHOPS CHURCH OF ENGLAND  
PRIMARY SCHOOL**

Newquay

LEA area: Cornwall

Unique reference number: 112015

Acting Headteacher: Joanne Roderick

Reporting inspector: Paul Baxter  
25217

Dates of inspection: 17<sup>th</sup> –19<sup>th</sup> September 2001

Inspection number: 218261

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

© Crown copyright 2001

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

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

## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Voluntary aided

Age range of pupils: 3-11

Gender of pupils: Mixed

School address: Treninnick Hill  
Newquay  
Cornwall

Postcode: TR7 2SR

Telephone number: 01637 876317

Fax number: 01637 851051

Appropriate authority: The governing body

Name of chair of governors: Rev. Michael Adams

Date of previous inspection: November 1999

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
25217	Paul Baxter	Registered inspector	English Geography Physical education	The school's results and achievements How well is the school led and managed?
13874	Jane Chesterfield	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
20104	Jill Clarke	Team inspector	Areas of learning for children in the Foundation Stage Science Information and communication technology Music	How well are pupils taught?
27219	Gwyneth Evans	Team inspector	Special educational needs Equal opportunities Mathematics Art and design Design and technology History	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

WES World-Wide Education Service  
Canada House  
272 Field End Road  
Eastcote  
Middlesex HA4 9NA

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

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

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>10</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>13</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>17</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>19</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>21</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>22</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>25</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>26</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>30</b>

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

### **INFORMATION ABOUT THE SCHOOL**

This voluntary aided Church of England Primary School for pupils aged between three and eleven years is average in size and serves the Deanery of Pydar. The school serves the community occupying a large area of housing in the southern outskirts of Newquay in Cornwall. It has 220 full-time pupils, of whom 116 are boys and 104 are girls. Thirty-eight children currently attend the school's nursery unit on a part-time basis. The school roll has increased in recent years with approximately 20 more pupils attending the school now compared to the roll at the time of the last inspection. Most pupils come from the local area, which is broadly average in socio-economic terms. Nearly a third of the pupils have been identified as having special educational needs. This proportion is above the national average and is much higher than at the time of the last inspection. Two pupils have statements of special educational needs, a proportion that matches the national average, and an additional five pupils have substantial learning difficulties. At least five pupils come from minority ethnic backgrounds, but none have English as an additional language. Approximately seven per cent of the pupils are eligible for free school meals and this is below the national average. Most of the children have benefited from nursery experience before entering the reception class. The children's attainment on entry to the nursery is broadly average and by the time they commence full-time education in the reception class it is slightly above average.

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

The Bishops' is a good school. It has successfully addressed the key issues for improvement identified by the last inspection and is no longer judged to have serious weaknesses. On the contrary, it now has developing strengths, not least strong leadership and management, spearheaded by the talented acting headteacher, and consistently good teaching throughout the school. Standards for pupils in Year 6 are above average overall and the school is providing good value for money.

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

- The pupils' attainment in Year 6 is above average overall, and is especially improved in English.
- Children achieve well in the nursery and an increasing number of pupils are now making good progress in lessons.
- The pupils demonstrate good attitudes and behaviour and enjoy good relationships that enrich their learning.
- The acting headteacher and senior staff provide very good leadership and, with support from governors, set a clear educational direction.
- The school benefits greatly from the staff's purposefully shared and successful commitment to improvement.
- The provision for the pupils' social and moral development is very good.
- Teaching is good at all stages.
- The school provides a very good range of extra-curricular provision.

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

- Standards in geography in Year 6 are below average and pupils' achievement in the subject in Key Stage 2 is unsatisfactory.
- The accommodation, especially for pupils in Key Stage 2, is unsatisfactory. Insufficient space severely restricts the pupils' learning through practical activity in several subjects, including the use of ICT (information and communication technology) and library facilities, to support work across the curriculum.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good improvement overall since the last inspection in November 1999. Leadership is now much more effective. Planning for future development and the strategies for monitoring the effectiveness of the school have been strengthened. Good management has raised the quality of teaching of pupils aged seven to eleven and developed and improved the planned and taught curriculum. In turn these improvements have led to higher levels of pupils' attainment in Year 6 and improved achievement in Years 3 to 6. Geography for pupils aged seven to eleven is the only area that has declined since the last inspection. All other subjects and aspects of provision have either been maintained or improved well. A strong team approach now underpins the acting headteacher's drive to raise standards still further and the school is well placed to continue this improvement.

## STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	C	D	C	D
Mathematics	C	D	C	E
Science	C	D	C	D

**Key**

well above average    A  
 above average        B  
 average                C  
 below average        D  
 well below average   E

The results achieved by eleven year old pupils over the period 1996 to 2000 showed little improvement overall and did not keep pace with the trend of rising standards found nationally. However, in response to strong leadership and improved teaching the predicted scores for this year show a significant improvement. Inspection evidence also clearly shows that the pupils make good progress in most lessons and by Year 6 attain standards that are now above the national average in English, mathematics, science, art and design and physical education. Standards are below the national expectation in geography and are in line with the national average in all other subjects by the age of eleven. (Religious education is evaluated separately within the Diocese Section 23 inspection.) Standards are rising in the core subjects of English, mathematics and science and most pupils are well on course to reach the challenging targets set for them to attain by the time they leave the school.

Most pupils make satisfactory progress in Years 1 and 2 and attain standards which are above those expected nationally by Year 2, especially in English, mathematics and science. Younger children in the Foundation Stage achieve well, in response to consistently good teaching, and attain standards that are above the expected learning goals in all areas of learning by the time they reach the age of five. Pupils who have special educational needs and potentially higher attaining pupils make good progress in lessons. As a result of successful teaching, most pupils achieve satisfactorily in relation to their prior attainment by the time they leave the school. Improved teaching across the school is now enabling an increasing proportion of pupils to make good progress in lessons and this is raising the standards they attain.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils show good attitudes to the school and to their learning.
Behaviour, in and out of classrooms	Good overall, supporting the pupils' work and progress.
Personal development and relationships	The pupils enjoy good relationships with each other and staff. They act responsibly and demonstrate good personal development.
Attendance	Unsatisfactory; below but close to the national average, and too much unauthorised absence for holidays taken during term-time.

The pupils' attitudes, behaviour and relationships are enriched by the school's improved provision, particularly the Christian ethos and high expectations of staff.

## 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.*

Teaching is a developing strength and it is its consistency across the whole school that is improving the pupils' learning. The teaching ranged between satisfactory and very good in the lessons observed and it was never less than satisfactory – a significant improvement since the last inspection, especially in Years 3 to 6. The quality of the pupils' learning matched the quality of the teaching in nearly all the lessons observed. Where this was not the case, the teaching nevertheless had a positive influence on the pupils' behaviour and attitudes to learning. There are significant strengths in the teaching of young children in the nursery and reception classes where the teachers know the needs of children well. Literacy and numeracy skills are taught with increasing success in response to effective planning. Due to the school's cycle of planning it was not possible to judge the quality of teaching in history in Years 1 and 2 and ICT in Years 3 to 6. Overall, learning is successful because most lessons are challenging and interesting, reflecting the teachers' careful preparation. The restricted accommodation and facilities available limit the effectiveness of teaching and learning in practical activities such as ICT, library skills and design and technology.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good across the school, enriched by very good extra-curricular provision.
Provision for pupils with special educational needs	Good and improving provision from informed staff.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Good overall; very good provision for the pupils' moral and social development, good spiritual development and satisfactory support for the pupils' cultural development.
How well the school cares for its pupils	Well overall, especially individual support from staff, but concerns regarding the maintenance and use of outdoor facilities.



The staff enjoy a close and developing partnership with parents that is enriching the work of the school. The assessment of the pupils' work in English, mathematics and science is satisfactory, but procedures are under-developed in several subjects.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the acting headteacher and other key staff	Very good overall. The acting headteacher provides strong leadership and, by developing a team approach to leadership, promotes shared commitment to improvement in support of the pupils' learning.
How well the governors fulfil their responsibilities	Satisfactory overall, but good support for the acting headteacher and in finance, English and special educational needs. Led purposefully by an experienced chairman, the newly strengthened governing body now plays an effective role in shaping the direction of the school and meets its statutory obligations.
The school's evaluation of its performance	The school monitors the achievement of the pupils in the National Curriculum tests well and the acting headteacher's detailed analysis of teaching and learning is helping to raise expectations and standards.
The strategic use of resources	Staffing, accommodation and learning resources are generally used well to promote learning. The provision of staffing and resources is satisfactory. The accommodation, especially in Key Stage 2, is unsatisfactory and is restricting the pupils' learning through practical activities. Expenditure is linked to planning and decisions are supported by good consideration of best value.

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

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>● The children like school.</li> <li>● The children are expected to work hard and achieve their best.</li> <li>● Teaching is good.</li> <li>● Their children make good progress.</li> <li>● The school is helping their children to become mature and responsible.</li> <li>● They feel comfortable about approaching the school with questions or a problem.</li> </ul>	<ul style="list-style-type: none"> <li>● The amount of work given to pupils to do at home.</li> <li>● The degree to which they are kept informed about how their children are getting on.</li> <li>● Several parents would like to see more activities outside lessons.</li> <li>● The behaviour of a small minority of the children.</li> </ul>

The inspectors fully support the parents' strongly positive views. However, they judge that the school now provides a very good range of extra-curricular activities and these make an important contribution to the pupils' learning. The school has improved the quality of the information supplied to parents and this is now good. A newly implemented behaviour policy is successful in helping to maintain the good behaviour of pupils in school. The inspection team agrees with parents that the provision of homework lacks consistency but finds that the school is currently working purposefully to rectify this aspect of the children's learning.

## **PART B: COMMENTARY**

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

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

1. In response to a well-organised and focused effort to improve the planning and teaching of the curriculum, especially over the last 12 months, overall standards attained by the pupils have improved since the last inspection and are now above average in Year 2 and in Year 6.
2. Encouraged by the acting headteacher, colleagues now share higher expectations of what pupils can and should attain by the time they leave the school. This is having a positive effect in raising pupils' attainment. The pupils' performance in the National Curriculum tests and teachers' assessments at the end of Year 2 in recent years shows a continuing trend of above average attainment in reading, writing, science and, following significant improvement this year, mathematics. Overall standards are now higher than at the time of the last inspection in 1999. Standards in writing generally compared more favourably with those found in similar schools over this period than those in reading and mathematics. This year's results suggest that overall results will compare even more positively with those found in similar schools, supporting the view that, although satisfactory overall, an increasing number of pupils are achieving well in relation to their prior attainment.
3. The pupils' performance in National Curriculum tests and teachers' assessments at the end of Year 6 from 1996 to 2000 show a trend of good improvement in English. The improvement overall is much less when standards in mathematics and science are also considered and is at a rate which is below that found nationally. In response to improved teaching and the higher expectations of what pupils can achieve, the results attained by Year 6 pupils in this year's National Curriculum tests show good improvement, however, and represent standards which are above those expected nationally for pupils of this age. When published these should compare more favourably with the standards found in similar schools, reflecting pupils' achievement which is at least satisfactory.
4. The levels of pupils' attainment each year in Year 2 and Year 6 show a pattern of girls outperforming boys in English and science. Inspection identified reducing differences between the performance of the boys compared to that of the girls as a result of good teaching. The differences which remain are mainly related to the boys' lower levels of prior attainment and do not reflect under-achievement on their part. This is illustrated by the large proportion of boys included on the school's register of pupils with special educational needs.
5. The inspection evidence, which includes an examination of the children's attainments as they begin school in the nursery and in the reception class, shows that their attainments on starting full-time education are slightly above those found nationally for children of this age. Most children respond well to the appropriately challenging environment and sensitive teaching, make good progress in the Foundation Stage and achieve well in relation to their prior attainment. Overall, most children make a positive start to school life, learn to work and play amicably together and reach standards that exceed the early learning goals set for them to attain by the end of the Foundation Stage.

6. Continued good teaching of a carefully planned curriculum ensures that by the end of Year 2, the pupils' attainments, when taken together, are above average overall, especially in English, mathematics and science. Standards are never less than average in any subject. Religious education is evaluated separately in the Diocesan Section 23 inspection. These standards generally reflect the consistent teaching and learning and ongoing curriculum development. These strategies ensure an effective progression in the pupils' learning. Pupils in Year 2 have a good knowledge of shape, measurement and time. They show improving skills in problem solving, using their developing number skills. They present graphs of topics related to their own experience but need help with ICT to develop these fully. They develop neat handwriting skills and write with clarity and imagination. Their reading skills are developing well. Evidence shows that more pupils are now attaining higher than expected standards as they apply their improving literacy and numeracy skills more effectively across the curriculum.
7. Following the school's determined and successful effort to improve provision, especially the quality of teaching, the pupils' attainments by the end of Year 6, when taken together, are above average overall, importantly in English, mathematics and science. Attainment is below expectation in geography due to previous weaknesses in the teachers' planning and remaining gaps in resourcing the curriculum. Standards are at least average in all other subjects. These standards again reflect good teaching and curriculum planning. For example, in English, in particular, the teachers have benefited from well-focused training which has raised their expertise. As a consequence the teachers show confidence and skill in sharing learning objectives with the pupils and demonstrate precision in their planning of lessons. This has led to increased progression in the pupils' learning and as a result the overall standard has risen compared to the average standard found at the time of the last inspection. Pupils in Year 6 write expressively and legibly about a variety of topics such as 'Miracle Cure for the Common Cold'. They show good understanding and make intelligent predictions when writing book reviews. Their reading is fluent and confident. In mathematics, pupils extend their numeracy skills well. They acquire good skills and understanding when measuring. They are beginning to study percentages but a few pupils lack a clear understanding of decimals, fractions and percentages. More pupils are now attaining the expected standard and an increasing proportion is reaching standards which are above expectation for pupils of this age.
8. Most pupils achieve satisfactorily in relation to their prior attainment in most subjects in Key Stage 1, but their achievement in science, art and design, music and physical education is good due to the well-planned opportunities to practise their skills and use the good quality resources and facilities available. The majority of pupils continue to achieve satisfactorily in the majority of subjects in Key Stage 2, but in response to increasing opportunities to extend their skills, their achievement in science, art and design and physical education, especially in swimming, is good. Pupils' achievement in geography, however, is unsatisfactory in this key stage due to the insufficient use of resources and gaps in the pupils' prior learning. Following strong criticisms in the previous inspection report, the teachers have improved their planning, especially in literacy and numeracy, to ensure appropriate challenge for potentially higher attaining pupils. Consequently, they also make satisfactory progress through both key stages. Pupils with special educational needs make good progress in response to the well-targeted additional support they receive as they move through the school.
9. The pupils achieve satisfactorily, in relation to their prior attainment on entry, by the time they leave the school. Observations of lessons show that, as a result of an increasing consistency in the good quality of the teaching, a greater number of pupils are building

more systematically on their previous knowledge and are now making good progress, especially in all aspects of English and in number work.

10. Overall, these judgements show that since the last inspection, standards for pupils in Year 6 have improved. They have slipped in design and technology and geography, partially due to the school's necessary and effective focus on literacy and numeracy. The above average overall level of pupils' attainment is significantly higher than the average overall standard identified at the time of the last inspection. This represents worthy improvement given the unsatisfactory accommodation that is restricting the pupils' opportunities to learn through practical work in Key Stage 2. Nevertheless, there is still scope to increase the emphasis placed on developing the pupils' investigative skills in mathematics, science and ICT and on the cross-curricular use of the library to enrich learning and reading in other subjects.
11. The school has raised standards by monitoring the effectiveness of the teaching and learning and by analysing the pupils' performance in the National Curriculum tests and teachers' assessments. These have been used in conjunction with the implementation of the National Literacy and Numeracy Strategies to target and teach skills more effectively. The school is now setting challenging yet appropriate targets for pupils to attain by Year 6 and this strategy is having a beneficial effect on the pupils' attainment. Improving and more consistent curriculum planning and teaching are now evident across the school and this is ensuring that pupils build more effectively on their previous learning. This has been the key, for example, in raising the pupils' literacy skills and in improving the pupils' rate of progress through the school.
12. The pupils' steadily improving literacy skills are used and developed adequately in other subjects, such as in history, when describing childhood in ancient Sparta or when writing about fruits and their seeds in science. The pupils' improving skills in numeracy are used and extended further in other subjects, for example, in science, when completing charts and graphs. Generally, there is considerable scope to utilise the pupils' improving literacy and numeracy skills more fully in support of their learning across the curriculum. The pupils' skills in, and use of, ICT are developing satisfactorily. ICT skills are used effectively to promote the pupils' spelling and there are examples of ICT being used purposefully on occasion in other subjects. Overall, however, ICT is not used sufficiently to promote the pupils' learning across the curriculum. The lack of space for pupils to use the computers independently in Key Stage 2 classrooms is hindering the teachers' attempts to rectify this position. Although a few displays are enriched by computer 'print-outs', there is also scope to increase the use of word processing to enhance the presentation of the pupils' recorded work.

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

13. The school has worked hard to improve standards in these areas since the last inspection and has done so successfully. Pupils' attitudes, behaviour, relationships and personal development are now strengths of the school. Attitudes to learning are good throughout the school, particularly in Key Stage 1 and the Foundation Stage. Pupils of all ages are interested and eager to get involved in lessons, and are keen to express their views. In a reception class numeracy session, for example, the children became thoroughly absorbed in making patterns with beanbags, and were not afraid to protest when their teacher deliberately deviated from the pattern they had established. Key Stage 2 pupils show maturity and thoughtfulness in their response to their lessons, but the inadequate accommodation often has a negative effect on their concentration. During a Year 4 literacy hour, for example, pupils fussed and fidgeted while they sat

crowded together on the carpet for the introduction, but then settled instantly to quiet, sustained work when they returned to their tables. Pupils enjoy being at school and taking up the challenges it offers them. Those who were interviewed spoke with warmth and enthusiasm about their school and what it meant to them.

14. Behaviour, too, is good, both indoors and out. In class, pupils do as they are asked and follow instructions quickly, so teachers waste little time establishing order. Outside, the most striking feature of the pupils' behaviour is the consideration which they show one another. All year groups use the same playground at the same time, but manage to share the space available amicably. Older children make a particular effort to look out for and look after younger ones, and these younger children are happy and confident because they feel safe amongst the older ones. Pupils play inclusively together, and none appear isolated or ignored. The dining hall is also a friendly place, where pupils demonstrate good manners and social skills as they eat their lunch. There have been no exclusions from the school since the last inspection. Bullying is rare and is handled firmly, efficiently and sensitively by staff.
15. Relationships throughout the school are good. Pupils get on well with one another and with adults. Most children are ready to listen to others' thoughts and feelings, and react supportively to them. In a Year 5 'circle time' session, where pupils gather as a class to discuss their concerns, for example, pupils talked about the class successes of the week, and were able to give and receive compliments sensitively and graciously. Pupils respond well to the very good opportunities they are now being given to take on responsibility around the school. Those who act as, for example, class monitors, librarians, playground equipment monitors or school council representatives take their duties seriously and carry them out with pride. Pupils have few opportunities to use their initiative in their learning, because the school's inadequate accommodation limits chances for independent study. Although the pupils respond positively whenever they are able, this side of their personal development is not as good as the rest. Pupils with special educational needs take a full part in the wide range of activities within the school. They form and enjoy close constructive relationships with other pupils in the school. Most pupils are caring and tolerant of the needs of others. Staff provide good role models for care and consideration. Support staff promote the pupils' individual confidence and address their needs well in the classroom situation.
16. Pupils' attendance at the school is unsatisfactory, but close to the national average. It is slightly lower than it was at the time of the last inspection. Most absence is caused by illness, but there is also a significant amount of holiday taken during term-time. Despite the efforts of the school, many families are unable to avoid doing this since they work in the tourist industry. The level of unauthorised absence is higher than the national average, because the school is rightly stringent about authorising only ten days holiday per pupil per year. Any additional travelling time is categorised as unauthorised. This has not, as yet, had full impact in reducing absence. Pupils' punctuality is good. Most arrive at school promptly each day so that the morning session and learning can begin on time.

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

17. The quality of teaching is good overall across the school, in the Foundation Stage and in Key Stages 1 and 2. The quality of teaching has been maintained well in the Foundation Stage and Key Stage 1 since the last inspection. It has significantly improved overall, and particularly in Key Stage 2. The teaching has a positive effect on the pupils' learning and fully lives up to the parents' views expressed in the meeting

with the registered inspector and in their responses to the questionnaire. A total of 52 lessons were seen; one lesson is represented by two per cent of the findings. Teaching was very good in 12 per cent, good in 65 per cent and satisfactory in the remaining 23 per cent of the lessons observed.

18. The quality of teaching in the school is now a strong and consistent feature. This represents a significant improvement since the last inspection, when teaching was unsatisfactory or poor especially in the lessons observed in Key Stage 2, where 31 per cent were less than satisfactory. The school has maintained all of the strengths found in the teaching of the Foundation Stage and in Key Stage 1 and has significantly improved the teaching of pupils in Key Stage 2. The new acting headteacher has been instrumental in raising the quality of teaching by systematically targeting the key issues raised in the last report, through increasing training and support, by setting challenging targets for literacy and numeracy and by taking a more active role in monitoring teaching. Improvements in the teaching of literacy, numeracy and science have raised the overall quality of the teaching particularly in Key Stage 2; consequently, the standards attained by the pupils have risen and continue to rise across the school. The teachers know their pupils well and treat all pupils with equal value.
19. Teachers generally have good knowledge and understanding of the National Curriculum and of the areas of learning for children in the Foundation Stage. This is reflected in the effective planning and appropriate choice of activities. For example, the teachers in the nursery and the reception classes plan specific sessions such as the 'Fruit and Drink' break where they can promote the children's speaking and listening skills successfully. One of the strengths of the teaching includes good use of the available resources to support the learning objectives. This helps to capture and maintain the pupils' interest and so promote good learning. However, throughout the school, teachers make insufficient use of computers in the classroom and other ICT equipment to support learning across the curriculum, and this is restricting the improvement in learning at this time. Most teachers ask questions which enable them to assess what pupils know, understand and can do, so that they know what to teach next. Behaviour is usually managed in a calm, positive way and this helps to establish a good working environment. Strategies for planning and teaching acquired since the introduction of the literacy and numeracy hours are filtering through to other subjects and, generally, teachers are now planning more purposefully for pupils of differing prior attainment, from potentially higher attainers to those with special educational needs. These strategies are successful in ensuring that all pupils are appropriately challenged and make good progress in their learning. Good relationships prevail throughout the school, and teaching assistants and adult helpers all play a successful role in raising standards.
20. Features of the most successful lessons observed, were the comprehensive planning, effective management of pupils' behaviour and high expectations of pupils' achievement. In a Year 6 science lesson, for example, the pupils were encouraged to devise and carry out their own experiment; they demonstrated initiative and independence and made full use of their prior knowledge to learn well. In less successful lessons, weaknesses include a lack of resources, mainly in geography; the lack of space to allow the pupils to engage in practical work occasionally causes restlessness when pupils sit for long periods. This restlessness is not always handled well by the teachers and the effectiveness of learning is reduced.

21. Information gathered from assessments of the pupils' work is used well by teachers in planning work in English, mathematics and science, and day-to-day assessment informs teachers about what they need to teach next. This was clearly seen in a good literacy lesson in Year 3 where the teacher revisited aspects such as the use of reading records in order to strengthen the pupils' learning. Most pupils' work is marked regularly, but there are wide variations in the quality of marking. The most effective is completed when the teacher corrects misconceptions and clearly indicates what the pupils need to do next to improve.
22. Some parents are concerned about the quality, quantity and consistency of homework. To address these concerns the school has produced a new homework policy and is about to introduce a homework activity book for Key Stage 2 pupils, which concentrates on literacy and numeracy. Homework in other subjects such as science, history and geography is less well organised and remains inconsistent, as the parents observe, but overall the use of homework to reinforce what is learned in school and to develop pupils' independent learning skills is satisfactory.
23. The teaching of literacy and numeracy skills is good across the school. Lessons are well planned and follow the recommendations of the literacy and numeracy hours. In literacy, teachers question effectively and give opportunities for pupils to improve their language skills in their responses. The teachers and assistants foster the pupils' love of books and pupils are encouraged to consider their own thoughts and feelings about texts and to make evaluative comments in their home-school reading record book. These activities have a very positive effect on the pupils' learning. In English the teachers provide good opportunities which develop the pupils' writing skills. The scrutiny of the pupils' work revealed good examples of extended writing about topics such as 'What to do if you are involved in a dangerous fire or lost in a desert'. Opportunities for the pupils to express their ideas or to reflect over their feelings are less evident in other subjects. Handwriting skills are developed satisfactorily as pupils progress through the school. Teachers use questioning well to check and extend pupils' mathematical understanding and to promote their numeracy skills. However, teachers make limited use of ICT to extend and support pupils' learning; exceptions include using the computers to generate graphs and tables. Investigation and problem solving in mathematics are not strong features within the school. Teachers use plenary sessions where pupils meet together as a whole class effectively at the end of lessons to review and reinforce what has been learnt.
24. The teaching of science is much improved in Key Stage 2 and is good overall. There is a strong emphasis on practical investigation, and it is evident from past work that pupils' knowledge and understanding are being successfully developed through first-hand experiences. The teaching of ICT is good in Year 1 and reception. In Year 2 and Key Stage 2, teachers make good use of the expertise and experience of the technician who follows the planning from the nationally agreed guidance so ensuring that the curriculum meets statutory requirements. This system ensures that the pupils acquire appropriate knowledge, skills and understanding so that by Year 6 they are competent enough to produce a CD-ROM, which includes text, images, sound and interactive buttons. However, the use and application of ICT across the curriculum are unsatisfactory as teachers in Key Stage 2 make insufficient use of the computers in their classrooms. Even though space is very restricted they miss many opportunities to integrate ICT into the full curriculum. This constrains the pupils' skills and their learning. Teachers are currently being trained to increase their own knowledge and understanding of ICT. The quality of teaching of religious education is reported on separately in the Diocese's Section 23 report.

25. Observations of lessons show that there are strengths in the teaching of English, mathematics, science, art and design, and physical education throughout the school, and in ICT and music in Key Stage 1. There were insufficient opportunities to judge the quality of teaching of history in Key Stage 1 and ICT in Key Stage 2. The quality of teaching in design and technology and geography is satisfactory throughout the school, and teaching in music and history is satisfactory in Key Stage 2. Teaching in geography is restricted, at times, by the lack of appropriate atlases and learning is also limited on occasions by unclear objectives.
26. The teachers effectively meet the needs of all pupils, regardless of their prior attainments, and include all in day-to-day learning opportunities. This ensures that all pupils have full and equal access to the curriculum and to all aspects of school life. The teachers value all pupils equally and they integrate pupils with special educational needs well into class activity; the teachers and learning support staff support these pupils sensitively and effectively within the classroom. The teachers generally set appropriate work that is matched to their needs, enabling them to make progress similar to that of their peers across the curriculum. The teachers are increasingly aware of the targets set for their pupils in their individual educational plans but these targets are not consistently identified in lesson planning and this limits learning. Although a few gifted and talented pupils are often set the same work as the rest of the class, they are encouraged to use this to extend their thinking and produce work at a higher level.
27. The teaching of the children in the Foundation Stage is consistently good, and at times very good. The good quality of teaching has been maintained since the last inspection. There is a strong team spirit within this stage of learning and the staff work together well. All members of staff have a good understanding of how children learn and of the early learning goals for young children. The teachers place a strong emphasis on literacy and on personal, social and emotional development. Lessons are clearly structured, and the children are gently introduced to the literacy and numeracy hours in the reception class. The teachers create a warm and welcoming learning environment, treating all adults helping in the nursery, and the children with respect. They manage the children's behaviour very well. These strategies promote good attitudes to learning and respect for others amongst the children. The teachers set consistently high expectations of learning. This is a significant strength that has a major impact on stimulating the children's good learning. The teachers use resources well and match their use to the needs of the children; this is helping to extend their vocabulary and understanding. This too leads to good learning. Support staff and adult helpers are well deployed and make a significant contribution to the quality of learning. There is good attention to the health and safety of the children whether they are in the classroom, having a physical education lesson in the hall, or on the weekly nursery walk. For example, all children are encouraged to change into appropriate kit for physical education and follow careful routines such as waiting their turn with due appreciation of others, to aid their safe movement. The teachers complete and use good quality day-to-day assessments of the children's work and progress; these are used well to ensure that tasks are well matched to the children's needs so that they learn successfully.



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

28. The school meets the requirements of the National Curriculum and provides a good quality and range of learning opportunities. This is an improvement on the findings of the last inspection, especially in numeracy and with the recent introduction of extra-curricular activities. The National Literacy and Numeracy Strategies are implemented well and provide the framework for English and mathematics. The Qualifications and Curriculum Authority's (QCA) schemes are followed in science and other subjects, ensuring effective progression in pupils' learning. The school has given priority to curricular planning in English and mathematics to raise attainment. Overall there is good breadth and balance in the curriculum, but there are weaknesses in the provision for geography at Key Stage 2 and the cross-curricular use of ICT, the relative lack of which restricts the pupils' acquisition of skills. The time allocated to the teaching of the curriculum is satisfactory overall.
29. The long-term planning for both key stages shows a clear overview of all subjects. It is providing opportunities for individual subject co-ordinators to match and adapt the nationally recommended schemes of work to the needs of the pupils.
30. The quality and range of learning opportunities for children in the Foundation Stage are good. The curriculum is soundly based on the required areas of learning, and emphasis is well placed on developing skills in literacy and numeracy. Learning is made relevant to the needs of the children and a good balance of activities promotes personal, social and emotional development.
31. Although some parents do not feel that the school provides an interesting range of extra activities, the inspection confirmed that the provision is very good for a school of this size. All pupils have the opportunity to take part in activities which support and enhance the curriculum. Additionally, visitors come into school to share their experiences, interests and talents with the pupils. Recently a clown from a travelling circus visited the school to demonstrate his skills and memories of the visit continue to be vivid in Year 2 pupils. A wide range of other activities is open to all pupils, including football and netball for both boys and girls, art, Kung Fu, and Cornish for beginners. The popularity of these activities is shown by the significant numbers of pupils who show a keen interest. Pupils are given equal access to activities through the introduction of a rota system whereby they take turns attending.
32. A good range of educational visits, for example, to the Minack Theatre and a dance music project at Trelice Manor, has a positive effect on pupils' learning by enriching their experiences. Pupils from Year 6 participate in a residential visit, which extends the curriculum and develops personal and social skills.
33. Overall the school is providing a fully inclusive range of opportunities and all pupils are given equal access to the statutory curriculum and all other activities provided. The few pupils from minority ethnic backgrounds are fully integrated into day-to-day activity and have their needs met carefully. Provision for pupils with special educational needs is good. Pupils with special educational needs are fully included in any extra-curricular activities provided by the school. They receive sensitive, good quality support in the classrooms from knowledgeable teachers and assistants. In addition, several parents help in the classrooms providing extra support. These pupils' specific needs are addressed well in carefully constructed individual educational plans which are matched carefully to the subjects of the National Curriculum to ensure their full and equal opportunity. Pupils with special educational needs are well integrated into groups in the classrooms and benefit from the same positive relationships as other pupils.

34. The provision for pupils' personal, social and health education was satisfactory during the last inspection and remains so. The programme includes appropriate reference to sex education, provided by the school nurse, and drugs education, implemented effectively as a part of the curriculum for science. The school has identified the need to develop a more comprehensive programme for personal, social and health education to include work on citizenship and has included this on the current school improvement plan.
35. Links with the community are good and provide further beneficial opportunities for personal and social development. These include involvement with local sports clubs and agricultural shows. There are good links with the local secondary school to which most of the pupils transfer at the age of eleven; these are particularly strong in sports activities and enable the pupils to move smoothly and successfully into the next stage of their education.
36. Provision for pupils' spiritual, moral, social and cultural development is good overall, as it was at the time of the last inspection. The school has maintained good provision for the pupils' spiritual development and it is well supported by religious education and the Christian ethos of the school. Daily collective worship is a special time: candles are always lit, and the worship takes many forms. The pupils are gently helped to realise that worship can include, but is not exclusively confined to, prayer and singing. In religious education lessons, pupils are taught not only about the Christian faith, but are introduced to other world faiths as well and are made aware of the similarities and differences between them. From the time they start in the nursery, teachers promote the pupils' sense of wonder of the world around them. Throughout the school, pupils show a fascination and delight, for example, when watching their pictures print on the computer, seeing bright pink beans and being impressed by scientific instruments they have not encountered before. There are moments for reflection at times of daily prayer and in the saying of grace before lunch. Parents are aware of their right to withdraw their children from collective worship but none choose to do so. Pupils have weekly lessons in religious education and attend a statutory act of collective worship each day; these are evaluated separately in the Diocese's Section 23 inspection report.
37. The good provision for moral development identified in the last report has been improved further and is now very good. The last report identified the need to review the systems for behaviour management in order to improve the behaviour and attitudes of a small minority of pupils in Key Stage 2. After the last inspection, a great deal of work went into improving behaviour in the school. A 'Behaviour Working Party' was set up and an appropriate policy has been agreed. This has led to the improved provision and a better response of the pupils. Pupils are made well aware of what is right and wrong and the need to follow class and school rules. Good relationships, honesty and respect are fostered from the moment the children enter the nursery. Changes made to the way misconduct or undesirable behaviour are dealt with, are having an impact, as members of staff are more consistent in dealing with these. Teachers and support staff set good examples for pupils to follow and this results in most pupils being well behaved and respectful during collective worship, in class, around the school and in the playground.
38. At the time of the last inspection, the provision for social development was good. Since then, the school has improved the provision and it is now very good. There are many instances of the pupils working and playing together, productively sharing resources and ideas and genuinely displaying care and respect for others. Pupils are polite and confident when asked questions. A striking feature of morning break time is the way in which older pupils help and play with younger pupils. The school encourages older pupils to take on responsibilities. Some are monitors and help with the younger children,

others have specific roles such as organising the overhead projector for assembly, or as librarians. Pupils volunteer for these jobs and they take their responsibilities seriously. Younger pupils have responsibilities within their classrooms. A good example of how the school has improved social development is the formation of the school council. The council members, a boy and a girl, elected by pupils, from Year 2 upwards, discuss issues with their classes, make suggestions at the meeting and report to their classes. Improvements following these meetings include establishing playground rules, improving the toilets, and soon, ways to make playing in the playground more fun. A wall of fame has been started and pupils can nominate others to be included on it. There is a house system and this encourages teamwork. Recently the school has significantly increased the number of after-school and lunchtime clubs it offers to pupils and these make a very good contribution to the pupils' social development. Several fund-raising events take place throughout the year for both national and local good causes and this helps pupils to become aware of those who need their help. Citizenship is promoted well through the school's many links with the local community and local businesses.

39. Provision for pupils' cultural development is satisfactory overall, whereas it was judged to be good in the last report. Since the school was last inspected, however, much greater emphasis has been placed nationally on preparing pupils to live in our multi-cultural society and the latest judgement reflects this. The pupils' awareness of local culture is promoted well. The teachers regularly refer to Cornish traditions and culture in English, history and religious education, and visits to amenities and places of interest, and participation in community events are an integral part of school life. The pupils' understanding of their Cornish heritage is strong. The school promotes the pupils' understanding of Britain's diverse culture through links with local community, in subjects such as art, history and music and by celebrating Christian and local festivals. The teachers give the pupils appropriate experience of other cultures; the guidance for religious education requires pupils to learn about Judaism, Hinduism and, more recently, Sikhism, including the beliefs and festivals associated with these religions. Clergy of various denominations lead collective worship regularly. In subjects such as music, art and geography, pupils hear, see and learn effectively about aspects of other cultures. The school has email links with schools and individuals in Germany and Italy and is soon to re-establish links with a school in France; this enables pupils, under the supervision of the staff, to communicate with pupils and adults from the European Community. Visitors are invited into the school and they bring to life and help pupils to understand what is important to people from other cultures; for example, one visitor played the sitar and told the pupils stories about Rama and Sita, and more recently an expert on African drumming entertained the pupils. The pupils are satisfactorily prepared to take their place as adults in today's multi-cultural society. However, teachers are not routinely identifying, in their planning across the whole curriculum, opportunities to promote the pupils' awareness of Britain's cultural diversity, so occasions to raise awareness are missed.

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

40. The school gives its pupils sound pastoral support. This is an area of its work which has improved since the last inspection and which is still developing. The school has worked hard to address the issues arising from the last inspection report, namely, the upgrading of written policies and is now building up a good framework of policies and procedures designed to underpin a secure structure for consistent care. The new staff handbook provides good guidance on daily routines, for example, and those routines, such as lunchtimes and wet playtimes, have been thoughtfully planned and carefully organised.

41. The management of health and safety in the school is satisfactory. Since the last inspection, the school has introduced a good policy for this, together with a system for monitoring concerns and taking action. Useful risk assessments are also being drawn up. However, there are currently some issues relating to the maintenance and use of outdoor equipment and facilities, such as the pond, the climbing apparatus and the flagstones in the playground. Arrangements for administering first aid are good, although, due to the very restricted accommodation, the school lacks suitable space for looking after sick or injured pupils. Child protection is also handled appropriately; the acting headteacher has responsibility for this, and the school follows local area guidelines effectively. Staff training is being developed, along with 'circle time' and personal, social and health education for pupils.
42. The school's hard work in improving its systems for behaviour management since the last inspection has been very successful. Behaviour is now consistently well managed, and this has resulted in good behaviour throughout the school. Staff are firm but fair and they treat the children well. Pupils know what is expected of them and what will happen if they fail to live up to these expectations. Particular incidents are fully recorded and followed up, so that pupils can be given the support they may need in class or in the playground. Any instances of bullying are taken seriously by the school, and pupils are confident that staff will deal with their concerns.
43. The school has good procedures for monitoring and chasing up absences. It makes good use of both hand-written and computerised recording systems to track individuals, and this means that any concerns can be quickly evaluated. Although unauthorised absence remains above average, the school's approach is addressing the issue effectively.
44. The school cares well for pupils with special educational needs. The teachers relate well to these pupils and effectively raise their self-esteem. The pupils' attainment and progress are monitored well and information gathered is fed productively into their individual education plans. These plans include targets to promote learning and progress, and have been reviewed to make them more specific; the co-ordinator is aware of the need to continue to do this. Pupils with behavioural difficulties also have their needs assessed and supported well. Arrangements to ensure the health, safety and care of pupils with special educational needs are good.
45. The school has established good procedures for monitoring pupils' academic performance in Key Stages 1 and 2. Evaluation of lessons to improve teaching and learning is at an early stage of development. Overall, this is a good improvement since the last inspection. The school has developed an assessment policy which provides good guidance for staff. In addition to the National Curriculum tests at the end of Years 2 and 6, pupils also take nationally approved tests at the end of Years 3 to 5. The results of tests are analysed and used well to predict progress. The good provision for pupils with special educational needs is also based on the results and an analysis is made of test papers to identify which concepts pupils find difficult to understand. This is particularly effective in English, where the pupils' spelling is supported well. These results are being used to inform teachers' planning. Priority has been given to assessment in English and mathematics to determine strengths and weaknesses. Samples of pupils' work and records are being compiled in the core subjects of English, mathematics and science to support ongoing assessment and these are used to provide information for parents and to inform the next teacher. Procedures for assessing pupils' progress in reading are at an early stage of development but the home-school reading logs are well used to record and promote the pupils' reading

experiences. In science, the pupils are assessed on their understanding of topics based on the QCA scheme of work. As yet, however, strategies to ensure that these results inform the next stage of learning are not in place consistently across the school and this is limiting the benefit to pupils' learning. In addition the assessment of the pupils' skills, knowledge and understanding gained in other subjects across the curriculum, is very limited. The systematic use of the results of National Curriculum tests in English, mathematics and science informs the needs of the pupils. Data is analysed to determine differences in the attainment of different groups of pupils. The results of these analyses are used effectively to set targets for improvement, and to meet the need of the different groups.

46. Work is assessed in writing once a term with external support, and this is matched to planning to inform teaching and learning. Monitoring of work in mathematics has been initiated. Group targets are based on national test analysis, and are reviewed every half term. Assessment is not always used consistently in teachers' planning to meet the individual needs of all pupils, especially the high attainers. The school's use of the information provided by assessment in Key Stage 1 and 2 is satisfactory overall.
47. The procedures for monitoring and supporting pupils' academic progress are satisfactory. Core subject profiles are being developed and examples of annotated work in English and mathematics are gathered together with evidence from National Curriculum assessments and progress tests. These are not fully in place as yet, however. The quality of annual reports to parents is satisfactory overall, but there is a lack of consistency throughout the school. Nevertheless, this is a good improvement since the last inspection.
48. The school has a marking policy but marking is inconsistent and lacks targets for progression. The school has worked hard to develop a systematic means of assessment since the last inspection and this aspect has improved the way data is analysed to identify strengths and weaknesses in the learning of different groups of pupils. Teachers are beginning to use the information productively to help their planning to ensure that tasks are appropriate.

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

49. The school has been successful in maintaining and building on the good relationship it enjoyed with parents at the time of the last inspection. Parents are pleased with the school and believe that their children are happy to be there. They find that the school is approachable if they have any queries, that the teaching is good and that staff have high expectations for their children. They also feel that their children are making progress and becoming mature and responsible. These positive views are wholly justified. A few parents expressed reservations about pupils' behaviour and about extra-curricular provision, but their concerns are not well founded. Standards of behaviour in the school are good, and the range of activities available to pupils outside lessons is very good. Some parents are dissatisfied with homework arrangements and with the information they receive on their children's progress. Inspection shows that provision in these areas is satisfactory overall but there are inconsistencies across the school. The school is aware of this and is working with parents to resolve these issues.
50. The school has good links with parents, and is constantly seeking ways to improve these further. The acting headteacher values the opinions of parents and is always ready to listen and respond to their ideas. The recently introduced 'Parents' Forum' is a particularly striking and effective example of the school's commitment to partnership. It

means that the school can both inform parents and consult them, so that they can make a contribution to school development and improvement. The initiative is already having a beneficial effect on the achievement of the pupils by raising the shared expectations of what they can achieve.

51. Written information for parents is of good quality throughout the school, with clear and practical nursery and reception letters helping parents to help their children settle quickly. The recently re-designed topic leaflets sent out by each class are especially useful to parents and indicate effective ways in which those who want to help in aspects of the curriculum are able to support their children's learning at home. The school has paid good attention to the matters arising from the last inspection. Reports to parents about their children's progress are now satisfactory, as they fully meet legal requirements. There are some examples of very good practice, but this is not yet consistent across the whole school. The best reports explain to parents what their children have achieved and how well they are doing for their age, and set clear and measurable targets to enable them to do even better. Others are less clear about the progress made by the pupils. The governors' annual report now contains the required details about attendance, and is to be updated to include all other necessary information.
52. Parents of pupils with special educational needs are fully involved in the formulation of the pupils' individual education plans and interviews are planned to take place on a termly basis. The school follows effective procedures for reporting concerns and targets to parents. The school is seeking to enrich the support given to pupils with special educational needs by informing parents more fully of the code of practice and school provision.
53. Parents make a good contribution to their children's learning and to the work of the school. They regularly hear their children read at home, for example, and make good use of the home-school reading log throughout their children's school career. Most attend parent-teacher consultations, and ensure that homework is completed appropriately. Some parents are also able to give up their time to support the daily life of the school: a significant number help in class and with after-school sports, while others act as governors or members of the thriving 'Bishop's School Association', which helps in many ways including by raising funds. They strengthen the work of the school in areas such as ICT, for example, and the school greatly appreciates their efforts. The school now operates an 'open door' policy which facilitates effective liaison between parents and staff and this aids the pupils' learning and promotes effort and enthusiasm.

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

54. The leadership and management of the school are good overall. Following the last inspection report that identified serious weaknesses, the school has focused well, especially over the last 12 months, on rectifying the key issues for improvement. Four of these were directly related to leadership and management, namely the provision of a school development plan, monitoring strategies, various policies and job descriptions for senior staff. These have all been put in place.
55. This year, under the influence of the fresh energy and vision and very strong leadership of a capable but relatively inexperienced acting headteacher, the school now plots the future development of the school most successfully in the form of a comprehensive and well-constructed school development plan. This constitutes a planning strategy that is far more effectively focused on achieving improvement targets and raising standards

than at the time of the last inspection. It has included a strong and effective focus on improving the planning of the curriculum. Work in literacy, numeracy, science and physical education has shown most improvement and the school is now planning to strengthen the provision in other curriculum areas.

56. In addition, the governing body now fulfils its responsibilities effectively. With a much-changed governing body, the chairman is ensuring that it more consistently meets the full range of its accountabilities. In particular, governors now undertake a purposeful role in shaping the future direction of the school – another positive improvement compared to the findings of the last inspection. As a consequence the school is no longer deemed to have serious weaknesses.
57. The school has been successful in preserving the strong commitment to caring for the pupils and has sought to rekindle its Christian ethos. Alongside the well-considered improvements in strategic management, the acting headteacher, staff and governors have maintained the good heart of the school, have promoted improved achievement by the pupils and maintain a very good educational direction. In addition, following criticisms in the last inspection, the teachers, especially in Key Stage 2, have raised their expectations of what pupils may achieve and now challenge them more effectively, particularly in literacy. This has led to a significant increase in standards, especially in Year 6.
58. Monitoring and evaluation of the school's performance are now good overall. The acting headteacher, with support from the local education authority and – increasingly – subject co-ordinators, visits classrooms and monitors the quality of teaching effectively. This has a beneficial effect on the quality of teaching, in particular in Key Stage 2, where the teaching has improved from unsatisfactory at the time of the last inspection to good now. Curriculum roles are established but individual staff are managing a range of responsibilities related to several subjects. The school is aware of the need to review this situation. There is scope to develop further the co-ordination and particularly the monitoring of teaching in subjects other than English, mathematics and science to continue the raising of standards.
59. The acting headteacher provides very good leadership and her critical evaluation of the school's performance feeds her determination to continue the successful development of the school. To achieve this aim she has enlisted the full co-operation of all staff, has involved parents and governors, has consulted the pupils and has enlisted high quality advice and support from the local education authority. She has received good support. Staff and governors now share commitment to future improvement and have a very clear strategic view of the school.
60. Financial planning and control are good and the school benefits from the support obtained from the local authority's 'bursar' who supports the acting headteacher and finance governors in their planning of the use of resources made available to the school. The school's administrative officer provides accurate up-to-date information and increasingly the new chair of the governors' finance committee is also giving shrewd guidance in the management of funds. Future development is focused on raising standards and is carefully costed and monitored to ensure best value. Decision making has been strengthened since the last inspection and the principles of best value are applied well. This is illustrated by the well-planned staff training which has led to improved pupils' attainment. The acting headteacher has been diligent in ensuring that the recommendations of the most recent auditor's report have been implemented. Management ensures that additional funds and specific grants, such as those for pupils with special educational needs and for raising standards in numeracy and literacy, are used very well.

61. Encouraged by the acting headteacher and welcomed by all participants, there is a successful team approach to school improvement. The training needs of the staff link productively with the school development plan. The acting headteacher has strengthened the daily acts of collective worship. This is contributing to the school's improved and good quality implementation of its aims and values. There is scope, however, to plan the spiritual development of the pupils more fully across the curriculum. Governors and staff ensure good provision for the pupils' health and welfare but there are concerns about the maintenance and use of the school's outdoor facilities. The school has improved its support of pupils' behaviour and personal development. The governors meet their statutory obligations.
62. All pupils enjoy equal access to the curriculum and share learning opportunities appropriately. Staff provide good role models and are conscientious in preserving equal inclusion for all pupils. This is seen in class discussions where the teachers are careful to involve pupils from the full range of prior attainments. The school monitors the performance of boys compared to girls productively, especially in the National Curriculum tests and teachers' assessments in Year 2 and Year 6. Inspection identified no significant differences in the quality of the pupils' learning, except in relation to pupils with special educational needs, who in response to additional support, are progressing more rapidly towards their targets than others, albeit from a lower base. The acting headteacher has been instrumental in rebuilding a strong partnership with parents. Initiatives such as the 'Parents' Forum' have done much to raise and develop shared aspirations of what the pupils should achieve and this is helping to raise standards.
63. The school fulfils its statutory obligations in respect of pupils with special educational needs well. The co-ordinator provides good leadership and with skilled help from the designated governor for special educational needs and from outside agencies and staff, ensures consistent and improving support for pupils and their parents.
64. The school is appropriately staffed, and teaching and support staff work well together to meet the pupils' needs. Generally, the school has sufficient resources to support the pupils' learning. These are used effectively in most subjects to support the pupils' learning. There are gaps, however, particularly in geography, which restrict the pupils' acquisition of skills such as map reading. There is scope to improve resources in several other subjects, such as science and ICT, to provide more opportunities for the pupils to learn independently.
65. The school's accommodation is unsatisfactory because it adversely affects the learning of pupils in Key Stage 2 across the curriculum. The classrooms are small and are cramped when the pupils are present. The result is that pupils have to spend most of their time sitting at their tables and this limits the development of their skills in almost every subject. There is little opportunity for pupils to use computers easily, or to carry out investigations independently in mathematics or science, or to use their initiative or creativity in music, art and design or design and technology. The space available for library facilities or for ICT equipment is inadequate and further restricts the pupils' opportunities to benefit from research in subjects such as history and geography. Whole-class introductory sessions in literacy and numeracy are often weakened because the pupils are uncomfortable and have difficulty concentrating for appropriate periods of time. Pupils in Year 2 experience similar problems, but as in Key Stage 2, with a great deal of effort, staff reduce the disadvantage as much as they can. Overall, however, the lack of space is limiting further improvements in standards. The accommodation for children in the nursery and in reception and Year 1 classes is good. Pupils benefit from very spacious outdoor amenities and, although several facilities are in need of attention, the school already has plans to address these.



66. Taking into account the good quality of education now provided, the pupils' satisfactory but increasing achievement in relation to their prior attainment, and the improved educational standards reached, in relation to the funds available, the school provides good value for money. This is a significant improvement since the previous inspection. Under the refreshing and very effective leadership of the acting headteacher, the staff, governors and parents have established a good capacity to succeed in the future.

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

67. In order to continue the successful development of the school and to bring all aspects of the pupils' achievements to an appropriate standard, the governors, acting headteacher and staff should:

(\* ) Issues already identified for development by the school.

1. Raise the pupils' attainments and achievement in geography in Key Stage 2 and improve contribution of the subject to the wider curriculum by: (paras. 7,8,10,22,64,65,120-124)
  - teaching all strands of the subject and providing pupils with sufficient opportunities to acquire knowledge, skills and understanding as they move through the school;
  - ensuring that teaching and learning in the subject are resourced sufficiently.
2. (\* ) Continue to seek improvements to the accommodation provided, especially for teaching and learning in Key Stage 2, so that pupils have appropriate opportunities to learn from practical work and independent research particularly by: (paras.10,12,19,24,65,89,90,97,102,109,115,119,124,134)
  - reviewing the current location of computers and by promoting more accessible and frequent use of ICT to support learning across the curriculum;
  - developing regular routines to enrich the pupils' use of the libraries and their acquisition of library skills.

In the context of the school's many developing strengths, the following point should also be considered for inclusion in the action plan:

- improve the maintenance of the outdoor equipment and facilities provided by the school and continue the process of completing risk assessments to safeguard the health and welfare of the pupils when they are working or playing outside; (paras. 41,65)
- continue the development and use of manageable and effective assessment procedures to aid the pupils' progressive learning, future teaching and learning in the full range of subjects. (paras. 45-48, 119,124,129)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

52

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

40

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	6	34	12	0	0	0
Percentage	0	12	65	23	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.

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	19	220
Number of full-time pupils known to be eligible for free school meals	0	16

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	64

#### 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	9
Pupils who left the school other than at the usual time of leaving	6

### Attendance

#### Authorised absence

	%
School data	4.69
National comparative data	5.2

#### Unauthorised absence

	%
School data	1.23
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	13	19	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	12	12
	Girls	18	19	19
	Total	30	31	31
Percentage of pupils at NC level 2 or above	School	94 (94)	97 (97)	97 (97)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	12	12
	Girls	18	19	17
	Total	30	31	29
Percentage of pupils at NC level 2 or above	School	94 (91)	97 (94)	91 (91)
	National	84 (82)	88 (86)	88 (87)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	13	19	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	8	9
	Girls	19	15	18
	Total	29	23	27
Percentage of pupils at NC level 4 or above	School	91 (69)	72 (69)	84 (78)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	9	9
	Girls	18	17	18
	Total	28	26	27
Percentage of pupils at NC level 4 or above	School	88 (69)	81 (69)	84 (78)
	National	70 (68)	72 (69)	79 (75)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	4
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	215
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)	9
Number of pupils per qualified teacher	24.4
Average class size	27.5

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

Total number of education support staff	9
Total aggregate hours worked per week	115

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	21
Total number of education support staff	1
Total aggregate hours worked per week	30
Number of pupils per FTE adult	10.5

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2000/2001
	£
Total income	451,539
Total expenditure	425,716
Expenditure per pupil	1,703
Balance brought forward from previous year	0
Balance carried forward to next year	25,823

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	4
Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	262
Number of questionnaires returned	74

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	44	3	0	0
My child is making good progress in school.	41	52	7	0	0
Behaviour in the school is good.	34	49	15	0	2
My child gets the right amount of work to do at home.	18	46	19	4	13
The teaching is good.	45	45	4	3	3
I am kept well informed about how my child is getting on.	30	50	16	3	1
I would feel comfortable about approaching the school with questions or a problem.	57	39	4	0	0
The school expects my child to work hard and achieve his or her best.	46	47	3	0	4
The school works closely with parents.	34	54	9	1	2
The school is well led and managed.	31	50	5	7	7
The school is helping my child become mature and responsible.	39	57	1	0	3
The school provides an interesting range of activities outside lessons.	38	34	18	0	10

### Other issues raised by parents

The vast majority of the parents who responded to the questionnaire and attended the meeting with the Registered Inspector commented on the significant improvement made by the school this year under the leadership of the acting headteacher. They welcome the developing partnership with parents, particularly opportunities for them to express their views at the 'Parents' Forum'.

## **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**

68. Children are admitted into the nursery for the shorter afternoon session at the age of three. These children then move to the morning session when they are four and start full-time in the reception class in the year of their fifth birthday. At the time of the inspection, there were 56 children in the Foundation Stage, 38 of whom attend part-time, with six more children due to start in the afternoon nursery session after Christmas. A good induction programme helps the children settle into school life, and they are quickly integrated into the welcoming atmosphere of the class and respond well to the routines. The class teacher and nursery nurse provide a good programme of activities to support the areas of learning in the Foundation Stage with strong emphasis on communication, language and literacy, and personal, social and emotional development.
69. On entry to the nursery, children's attainment is broadly average. Throughout their time in the nursery and reception class, children make good progress so that, by the time they start full-time education, they have slightly above average knowledge, understanding and skills. This is shown by the results of the county's baseline assessment scheme.
70. Evidence from past work and observation in lessons, indicates that, by the end of the Foundation Stage, most of the children will exceed the early learning goals in personal, social and emotional development, communication, language and literacy, mathematics, knowledge and understanding of the world, and creative and physical development. All areas of learning are taught well, which ensures that the children achieve well and that good learning takes place. These findings are similar to those of the last inspection.

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

71. The children's personal and social development is given great emphasis. This area of learning is taught well and the children make good progress. There is a calm, gentle, encouraging atmosphere in both nursery and the reception class, which helps to create a good learning environment. It is evident from the way the children quickly adapt to new class routines and develop independence, that they enjoy being in school and are confident in their surroundings because caring, cheerful and well-informed adults are giving them a gentle, but stimulating, introduction to school life. The children gain self-discipline from responding to the high expectations which staff have of their behaviour and treat each other and the classroom equipment with care and respect. Whilst out on the weekly nursery walk, one child was heard to enquire whether those at the back of the line were all right. In the reception class, all children showed concern when one child was temporarily upset. All of the children are happy to take part in all activities and are interested in everything that is going on around them. Children quickly develop an understanding of the difference between right and wrong, form good relationships within the class, willingly sharing resources, and take turns when working and playing. Milk and fruit time in the nursery makes a good contribution to the children's social development. As they move through the Foundation Stage, children gain increased independence, including changing for physical activity. All members of staff constantly reinforce the need to respect others; they provide good role models for the children to follow, as they learn about trust and wonder, friendship, celebration and spirituality.

## **Communication, language and literacy**

72. The teaching of this area of learning is good. Consequently the children make good progress. A strong emphasis is placed on developing the children's language throughout the Foundation Stage. Effective questioning by staff encourages children to talk about what they are doing and the children are constantly increasing their vocabulary as they learn, for example, about different breads from different countries such as pitta and ciabatta. In lessons, children listen attentively and respond appropriately to their teacher when asked a question. The children in the nursery are acquiring basic reading skills: they enjoy sharing books, handle them carefully, and are learning about sounds in fun ways, for example, by bringing things in from home for the letter 'O' table. As they progress into the reception class, they are beginning to follow the structure of the literacy hour, listening and joining in as the teacher reads to the whole class from Big Books. They continue to learn well and increase their understanding; most already have a small but growing sight vocabulary and can put expression into their voices as they read from their books. Past work indicates that most children make good improvements in forming their letters and progress from making marks on paper to writing their own names correctly and producing short pieces of independent writing.

## **Mathematical development**

73. Mathematics is taught well and the children make good progress. The children in the nursery are provided with a wide range of opportunities and experiences for matching, counting and ordering numbers and shapes in real-life situations, for instance, counting how many are in the class. Most four year olds can count beyond 20 when counting with the teacher and the rest of the class, and they recognise when numbers to ten are ordered incorrectly. In the reception class, the children follow the structure of the numeracy hour and successfully learn about grouping objects into sets and creating repeating patterns. The wealth of enjoyable activities, including singing number songs and rhymes, provided throughout the Foundation Stage, contributes positively to the good learning taking place.

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

74. The children's knowledge and understanding of the world is good. The good teaching and curriculum of this area of learning are considerably enriched by the use of the local environment, visits and visitors to the classes. These have a positive impact on the children's learning and they make good progress. In the past, the children have learned about the beach environment and followed teddy's exploits as he has travelled around with some of the children. The computer is always available to be used in the nursery and reception classes and many children can use the keys and mouse to manipulate pictures on the computer screen, delighting in their accomplishments. They regularly cook with the help of an adult and this everyday activity helps children to see at first hand that combining ingredients changes their look, shape, texture and taste; this gives them a good foundation for aspects of science once they start the National Curriculum. When appropriate, the Foundation Stage children join the rest of the school to enjoy learning about aspects of other cultures. Good teaching about everyday aspects of real life, such as the food we eat, is skilfully extended to help develop the children's awareness of our multi-cultural society.

### **Physical development**

75. Physical development is taught well, and the quality of learning is good. A weekly session in the school hall for the morning nursery children is used very effectively to introduce the children to safety aspects of working with apparatus. This is extended to two hall sessions a week in the reception class, in which the children develop new skills and can link music to movement. They explore, for example, different ways of travelling using their feet, on the floor and on the apparatus. Most are on course to exceed the early learning goals for children at the end of the reception year. The children are confident using the apparatus and respond quickly and sensibly to the teacher's instructions; they are well behaved and obviously enjoy these sessions. The children willingly contribute ideas and demonstrate their skills when asked. Many are fast developing fine motor skills by using the varied equipment, games and materials available to them. The nursery children have access to a secure, outdoor activity area where they can use large and wheeled apparatus and engage in challenging physical activities. The reception children, in addition to specific lessons, have the opportunity each afternoon to play on the apparatus on the grassed area next to the playground.

### **Creative development**

76. Evidence from lessons, displays and previous work indicate that the children's creative development is good. The quality of the children's artwork and their skills improve well throughout the Foundation Stage. Teaching is consistently good and opportunities for music are integrated into the curriculum alongside daily opportunities such as singing prayers, songs and rhymes. Children are offered a wide range of creative activities from make-believe experiences in the fruit shop and bakery to marble printing, computer art and pasta collage. This exposure to creative experiences helps children to develop their independence and gives them opportunities to make choices.
77. The Foundation Stage is managed well and the recent introduction of local authority planning strategies helps to ensure that the children make good progress throughout this stage of learning. Good quality, ongoing assessment of what children know, understand and can do helps teachers to know what they need to teach next to ensure that good learning takes place. The curriculum is broad and balanced and good use is made of the local environment to provide exciting, real-life experiences for the children. Both nursery and reception teachers have good support from their nursery nurse and teaching assistant respectively. The high quality of teamwork ensures the smooth running of the Foundation Stage and adds to the good quality learning environment. Parents, too, make a positive contribution as several help in the nursery. This help is invaluable when the nursery children go on their weekly walk in the locality. The resources for learning and the accommodation provided are good in both nursery and reception classes. All of these good features have been maintained well since the last inspection.

### **ENGLISH**

78. Standards for pupils in Year 2 and in Year 6 are on course to exceed those expected nationally for pupils of this age. As at the time of the last inspection, after a good start to their schooling in the nursery, most pupils continue to achieve satisfactorily in relation to their prior attainment in Key Stages 1 and 2. Inspection shows, however, that in response to good teaching, an increasing proportion of pupils, including higher attainers and pupils with special educational needs, are now achieving well in relation to their previous attainment.



79. Results in the National Curriculum tests and teachers' assessments for seven year old pupils in Year 2 in recent years show that standards have been maintained well in writing, speaking and listening and have improved well in reading. This represents good achievement for an increasing number of pupils, particularly those with special educational needs, and an improved performance by the boys in relation to the girls.
80. The standards attained by pupils in Year 6 have been improved well since the last inspection in 1999, especially this year under the astute leadership of the acting headteacher and subject co-ordinator. With full support from all staff, the school has systematically promoted improvement by identifying clear priorities for development. These have included a strong focus on improving the quality of teaching through professional development and on raising expectations of what pupils can and should attain through setting challenging but achievable targets. These strategies are now implemented more consistently through the school, particularly in Key Stage 2, and the trend of Year 6 pupils attaining average standards in National Curriculum tests, seen in recent years, has been exceeded this year. The proportion of pupils who attained the higher than expected standard has also increased. Inspection confirms above average standards and shows that most pupils in the key stage now achieve satisfactorily in relation to their prior attainment. In addition, an increasing proportion of pupils, including pupils with special educational needs and higher attaining pupils and especially pupils in Year 6, is responding productively to the improved teaching, and is making good progress.
81. The school has given strong priority to implementing the National Literacy Strategy more consistently over the past 12 months. Reading, speaking and listening are emphasised across the school and, with an increasing number of parents listening to their children read at home, the pupils' skills are promoted strongly. More recently the school has targeted the improvement of pupils' writing, particularly handwriting; this is improving the pupils' attitudes towards their work and is also enriching their learning.
82. Above average standards in speaking and listening reflect the emphasis placed on discussion across the school. From an early age the pupils are taught to discuss issues across the curriculum. This has a beneficial effect on their skills and learning. By Year 2, the pupils talk freely and confidently about their holiday experiences and show good awareness of the listener. They listen well to each other's ideas and learn well together. Across the school the teachers follow the format of the National Literacy Strategy closely and initiate new learning through whole-class discussions at the beginnings of lessons. The teachers are generally effective in engaging all pupils but occasionally the restricted space in the Key Stage 2 classrooms makes it difficult for them to keep all pupils on task equally and this limits learning. Teachers question all groups and are particularly effective in challenging higher attaining pupils. Group discussions, especially when supported by adults, more closely engage all pupils and are more helpful to average attainers. Most pupils become confident speakers and learn to listen to and reflect on the contributions of others. By Year 6, they talk capably about the author's intentions when discussing texts and share ideas about the evidence for their views. Learning is good in lessons and by Years 2 and 6 the majority of pupils demonstrate skills that are above the national expectation.
83. Standards of reading are above average for the majority of pupils and there are several capable readers in all classes. Reading and the importance of books are promoted strongly across the school. Parents and learning support assistants give effective support to individual pupils and by sharing 'large book texts' the teachers impart sound strategies to underpin the pupils' skills. By Year 2, most pupils readily recognise the

differences between fiction and non-fiction. They use dictionaries effectively to support spelling and are familiar with contents and index pages when using reference books. They use the libraries occasionally to support their topic work but generally adults decide the range of books available and this limits the pupils' library skills. By Year 6, most pupils have continued to benefit from the support of parents at home. They enjoy a good range of books and show a clear understanding of the main characters in their stories. Most pupils have achieved satisfactorily in relation to their prior attainment and reach above average standards in reading by the time they leave the school.

84. The school has raised expectations of the detail and presentation of the pupils' writing. As a consequence, standards in writing have improved over the past year and pupils now write imaginatively and with improving punctuation across a range of styles. The teachers emphasise and teach neat handwriting successfully and promote progression in spelling carefully. This has a positive effect on the pupils' skills, and lower attaining pupils, in particular, benefit from using computer spelling programs to aid their learning. Pupils in Year 2 wrote creatively about 'man-eating sharks' and when writing letters as an alien reporting back about their landing on earth. The pupils showed above average skills when describing their sports day or when writing about a tree-house in their garden. Pupils in Year 5 wrote imaginatively about the 'Evacuation' during World War 2. They showed good awareness of the reader when presenting instructions, for example, on 'What to do in a fire emergency'; they sequenced their writing thoughtfully when organising and planning school trips. Handwriting is neat, legible and of an above average standard across the school.
85. The quality of teaching was good overall and in each key stage. It ranged from satisfactory to very good in the lessons observed. The quality of the pupils' learning matched the quality of the teaching and was also good in lessons. All teachers are confidently implementing the National Literacy Strategy. Generally, teaching is carefully structured and well planned to meet the needs of pupils of all attainment levels. Teachers share the learning objectives with the pupils, build consistently on previous learning and generally make sure that pupils are clear about what they are expected to learn. The teachers show a good appreciation of the needs of all pupils and include pupils equally and supportively in class. When teaching is very good, expectations are high and the teacher's enthusiasm, explanations and knowledge of the subject have a very positive effect on pupils' attainment, progress and attitude to the subject. For example, in one very good lesson in Year 6 on developing writing skills, the teacher skilfully involved pupils in predicting possible outcomes of a piece of text and was thorough and effective in helping the pupils to explore meanings and to share ideas. This quality of teaching resulted in highly motivated learners, with many pupils offering perceptive observations.
86. Other characteristics of good quality teaching are where the teachers use praise and questioning successfully to draw responses and ideas from the pupils, thus aiding their learning. This happened in a lesson in Year 3 where the teacher's focus on the meaning of words had a positive effect on extending the pupils' vocabulary. Pupils are reminded of the strategies to improve their work, such as good handwriting and correct punctuation; teachers and pupils share the same purpose and experience learning as an enjoyable and stimulating activity. Pupils with special educational needs are well supported by teaching assistants. Where teaching is less effective teachers do not set sufficient challenge or manage the pupils' behaviour rigorously enough. Overall, however, the teachers manage behaviour well and set appropriately challenging tasks in group work which support the pupils' good progress in acquiring skills such as spelling.

87. Relationships are good and teachers have high expectations of their pupils' behaviour, resulting in good discipline and in pupils working hard and productively in their literacy lessons. As a result, they learn well. Most teachers assess pupils' progress effectively in lessons and this information is used well to promote good learning. This helps them to set and discuss challenging targets for improvement with the pupils. Several teachers are now evaluating these and are using them successfully to improve the effectiveness of future teaching and learning. As yet this good practice is not in consistent use across the school. The teachers mark the pupils' work well and often indicate useful strategies through which the pupils can improve their work. The pupils' positive response is seen in the good quality of their work.
88. The last inspection identified serious weaknesses in English. These have all been addressed rigorously and effectively. The curriculum has been developed well since the last inspection and meets statutory requirements fully. The overall implementation of the National Literacy Strategy is good. The school's positive effort to improve the consistency of teaching through the school is having a beneficial effect on the pupils' attainments. The data from the National Curriculum tests at Year 2 and Year 6 are now analysed carefully and this has helped the school identify very accurately just what needs to be improved and has led to higher standards. The acting headteacher, aided by the co-ordinator and advisers from the local authority, formally monitors the teaching and lesson planning and staff are given good feedback on how to improve the quality of teaching and learning. Careful attention is paid to helping teachers develop their professional skills and this is underpinning the substantial improvement in the quality of teaching and learning since the last inspection.
89. The number and quality of books has also been increased in both the Key Stage 1 and Key Stage 2 libraries. Whilst the number of books is sufficient, the location and accessibility of these libraries are not satisfactory and they do not promote the pupils' independent learning or library skills fully. The subject co-ordinator works closely with the acting headteacher and colleagues and provides good direction in the subject. This is a productive team approach resulting in a strong and effective focus on improvement throughout the school and this is having a significant impact upon raising standards.
90. The subject has benefited considerably from the key emphasis placed on its improvement within the school's development plan. Except for spelling, however, there remains much scope to utilise ICT more effectively in support of the pupils' learning and to use and extend the pupils' literacy skills further in other subjects. Except in history, there were few examples of the pupils writing extensively or reflectively in other subjects and this is limiting the pupils' learning across the curriculum. The provision and subsequent attainment of the pupils in English have improved well this year and reflect the school's positive pursuit of higher standards.

## **MATHEMATICS**

91. By the end of Years 2 and 6 pupils attain standards which are above the national average. This is a good improvement over the average standards found at the time of the last inspection and stems from significant changes in the way the subject has been taught in the school since then. Most pupils, including higher attainers, achieve satisfactorily overall by the time they leave the school.
92. The school now analyses its results carefully and sets challenging targets for pupils' attainment. As a consequence of the teachers' careful introduction of the Numeracy Strategy, accompanied by the school's wide range of support and training for all staff, pupils now have a positive and improved attitude to the subject.

93. Most pupils, including higher attainers, achieve satisfactorily in relation to their prior attainment as they move through the school, but an increasing number of pupils are beginning to raise their rate of achievement. Pupils with special educational needs already achieve well as a result of the good individual support they receive.
94. The programme of raising standards has been supported by the local authority to include monitoring, analysis and moderation of standards, and this has raised teachers' awareness of good practice. Pupils are encouraged to explain their thinking and are taking an active part in lessons. The teachers and support staff explain mathematical terms carefully and where necessary extra support is given to ensure higher levels of pupils' understanding.
95. The pupils are on course to reach above average facility in number by the end of Year 2. All pupils in Key Stage 1 are developing the confidence to explain their methods and are beginning to use the appropriate vocabulary. In a Year 1 class pupils showed different ways of adding two units together and in a Year 2 class they counted on and back in tens from any starting point. Pupils with special educational needs were well integrated into this activity and were achieving well with support. Most pupils can tell the time using quarter to and past the hour, and can recognise properties of shapes. For much of the time the higher attaining pupils in Key Stage 2 work well within their capabilities and are not always challenged sufficiently by the work they are given.
96. Most pupils make satisfactory progress through Key Stage 2 and by Year 6 they develop above average numeracy skills and skills in mental calculation. They are acquiring a good understanding of place value and are able to suggest different strategies for their mental work. For example, in a Year 6 class they used partitioning to multiply a three-digit number by one digit. Pupils use tallies for frequency records and convert to fractions and percentages accurately. In most classes, lower attaining pupils are given work which is matched to their ability, and they are achieving well as a result of targeted support from teachers and other adult helpers. Higher attaining pupils are given some challenges, but there is little evidence of open-ended questions where they have to use their previous knowledge and understanding to solve a problem.
97. Most pupils in Year 6 show a good sense of the size of a number and they work out calculations mentally and accurately. They explain their methods and reasoning well. Throughout the school, strategies to promote investigation are insufficiently developed and pupils have few opportunities to use their skills in a creative way. This is restricting their progress. There is some evidence of the use of ICT producing graphs and spreadsheets when handling data but there is scope to increase its contribution in promoting the pupils' skills and understanding further.
98. The overall quality of teaching is good and it is consistently good throughout the school. It is best when teachers have high expectations of what pupils can accomplish during the lesson. Most teach pupils successfully in groups based on their prior attainment. This enables them to provide appropriate challenge and enables them to ensure that pupils reach their potential. Teachers have a sound, and many a very good, understanding of the National Numeracy Strategy and the concepts involved. Most teachers give clear explanations and encourage pupils to explain different methods for their calculations. Mathematical vocabulary is used effectively and basic skills are taught well. These strategies have a beneficial effect and promote pupils' learning well.

99. The role of the co-ordinator is shared well between two teachers from each key stage and they have consulted with staff to produce an effective structure for planning and evaluation. Teachers understand fully the value of objectives for the lesson and these are generally displayed and shared with pupils productively in order to measure progress at the end of the lesson. As a result the pupils understand the intention of the lesson and learn well.
100. Most lessons are well structured, including group, individual and whole-class activities. Teachers use the introductory mental session well, and in most lessons the pace is brisk. In a few lessons there is not enough rigour in group activities and an inconsistent amount of work is completed in the allocated time and this restricts learning. Generally teachers use resources well to motivate pupils, giving them increased confidence when handling numbers. Pupils were seen using number fans and white boards effectively, providing the teacher with immediate feedback on achievement. Most teachers set high standards for behaviour and participation but occasionally pupils are passive listeners and have too few opportunities to explain their strategies and this limits their learning. Standards of presentation are variable throughout the school. Numeracy skills are used appropriately in other areas of the curriculum such as handling data linked to science.
101. Most teachers are skilled at introducing new concepts and most motivate pupils and promote their learning well. For example, in a Key Stage 1 class in which the teacher was showing pupils that addition can take place in any order, the teacher related the objective well to the pupils' experience by giving the example 'fish and chips or chips and fish'. Teachers are very good at introducing mathematical vocabulary and new words are displayed in the classroom and on the board; this extends their literacy skills well. Pupils respond well to this good teaching and show positive attitudes, and this contributes to their learning and progress in lessons.
102. The teachers base their planning appropriately on the National Numeracy Strategy. However, the lack of space in Key Stage 2 classrooms limits the opportunities for pupils to learn through investigation and this is restricting their progress. The subject is well co-ordinated and teaching is currently monitored effectively by the acting headteacher. She is active in involving colleagues and promoting a more consistent and effective use of assessments. Procedures for assessing the pupils' work are good and marking and use of assessment to inform planning are satisfactory. There is scope to provide more time for co-ordinators to monitor provision across the whole school. Resources for learning are good but, although ICT programs are used to develop and improve knowledge of multiplication tables at the end of Key Stage 2, their use across the school is under-developed.

## **SCIENCE**

103. The majority of pupils are on course to attain standards which exceed the national expectation by the end of Year 2 and Year 6 in all strands of the subject, including scientific enquiry, life processes and living things, materials and their properties, and physical processes. Most pupils, including higher attainers and those with special educational needs, achieve well in relation to their prior attainment during both key stages. Improving pupils' progress by Year 6 and improving teaching in Key stage 2, were identified as key issues in the last report and over the past 12 months the school has focused strongly on rectifying these. As a result, most pupils now achieve well by the time they leave the school and the teaching in Key Stage 2 is good. These represent significant improvements since the last inspection.

104. Above average standards have been maintained in Year 2 and have been raised considerably in Year 6. Since the last inspection, the school has identified ways in which to raise attainment in Key Stage 2. Clear targets for improvement have been established, and assistance has been sought from the county's science advisers, resulting in a more enjoyable and stimulating curriculum, which has a strong emphasis on learning by experimentation. Teachers now give pupils the opportunities to discuss aspects of science, to ask and have their questions answered, and then make decisions about how to find out what they want to know by investigating and experimenting; this results in above average levels of attainment and good learning. This was particularly evident in Year 6, where higher attaining pupils displayed very high levels of knowledge and understanding relating to evaporation. Throughout the school, the emphasis on developing knowledge and understanding by encouraging scientific enquiry has reversed the trend of falling standards noted during the last inspection and standards are now rising, particularly in Key Stage 2. The teachers' assessments of National Curriculum standards in Year 2 indicate that above average standards are being maintained, and unconfirmed National Curriculum teachers' assessments this year indicate they are in line with similar schools. This improvement in standards is also evident in the unconfirmed results of this year's Key Stage 2 National Curriculum tests, which show increased numbers of pupils attaining expected levels and a greater percentage attaining the higher than expected Level 5 standard. Overall, attainment exceeds expectations in all aspects of science, particularly in scientific enquiry, and learning is good.
105. Consistently good teaching throughout the school ensures that learning is good, not only building on existing knowledge and understanding but in using the pupil's understanding when experimenting. Boys and girls work well together, sharing knowledge and ideas and making decisions co-operatively. The pupils' enjoyment of science is evident and they concentrate and persevere well when working on practical activities.
106. Teachers give pupils a wide range of first-hand experiences and so successfully build on scientific skills such as observation and prediction which are developed initially in the Foundation Stage. For example, pupils in Year 2 used a wide range of words to describe different fruits and vegetables and were confident when predicting the type of seed, pip or stone inside each fruit. The pupils' fascination with the subject was evident and the 'Ooos' of delight when a pod was opened to reveal the bright pink beans inside was a joy to see. Older pupils retain this wonder and are impressed with what they are finding out and learning. This increasing use of investigation is stimulating the pupils' interest and is promoting their learning.
107. Teaching is good overall throughout the school; it often is very good. Since the last inspection, all of the good features have been maintained in Key Stage 1, and there is very much improved teaching in Key Stage 2. The teachers have a good understanding of what they teach and ensure that the pupils learn the correct scientific vocabulary. This, along with the encouragement of clear, concise writing when recording experiments, is effective in promoting literacy skills. Numeracy skills are used appropriately when pupils measure and record information in charts and graphs. The use of ICT is limited to older pupils using data loggers and thermal probes to gather information. Most teachers do not make the most of ICT to support and extend learning in science.

108. Teachers provide interesting and challenging experiences to support and develop learning; this keeps the pupils focused and is a successful way of maintaining good behaviour and developing good attitudes to science. In the most successful lessons, good evaluation of the previous lesson, comprehensive planning, high expectations and very good opportunities for pupils to gain first-hand experiences, consolidate and extend pupils' thinking.
109. A comprehensive policy provides good guidance for teachers, and the curriculum is well planned and follows national guidance so ensuring that all the requirements of the National Curriculum are covered. Good procedures are in place to assess pupils' work, including assessments pupils make of their own learning. The co-ordinator provides good leadership and has, with the help of the link governor and staff, successfully targeted priority areas, analysed the National Curriculum results and recently introduced good planning and assessment procedures which have been instrumental in raising standards particularly in Key Stage 2. The school is adequately resourced and makes effective use of the school and local environment to enrich the curriculum. Overall the internal accommodation is unsatisfactory, however. Key Stage 2 classrooms in particular are cramped and this is a restricting factor on the use of ICT in the classrooms. There is little room for practical activities in most classrooms and it is a testament to the determination and willingness of teachers and pupils that they focus so strongly and achieve so highly in investigative aspects of science.

## **ART AND DESIGN**

110. The pupils' attainment in Year 2 and in Year 6 is above average. Pupils achieve well in relation to their prior attainment and displays around the school show a high standard of presentation. This adds to the learning environment and to pupils' appreciation of their achievements. The display in the school is of high quality, showing a range of materials and experiences.
111. In Key Stage 1 pupils are beginning to use a variety of materials and techniques successfully, including paint, clay and pastels. The pupils in Year 1 showed their developing ability to observe and record important facial features accurately when drawing a portrait of a friend. Most pupils represented skin colour using techniques to merge pastels effectively and showed texture in drawing hair and other features. Work on display and in folders shows that Year 2 pupils have experienced a range of materials, including work in three dimensions using clay to make thumb pots and decorating them creatively.
112. In Key Stage 2 pupils continue to use a range of materials imaginatively to create effects and record their experiences. There is evidence of increasing control and skill and pupils are beginning to show mood and movement in their work. This is demonstrated well in Year 5 paintings based on seascapes. In a Year 3 class pupils were developing above average skills of observation using basic sketching techniques to represent textures. Older pupils in Key Stage 2 worked together in groups to productively create arrangements of still life, making choices according to colour, line and texture. There are good examples of different techniques being used in painting such as stippling and printing, and pupils are able to use the work of famous artists as a starting point for their own creative work. Pupils are developing effective skills in observational drawing. Examples of work from Year 6 show close observation and representation using a variety of textures in drawing skills.

113. Overall the standards have improved since the last inspection and the development of skills and the experiences provided by the teachers are consistent and based securely on the QCA scheme of work. Pupils are given a few opportunities to evaluate their work and sketchbooks are currently being introduced to develop the pupils' skills and ideas more progressively.
114. The quality of teaching is good overall. Teachers are able to motivate pupils successfully and retain their interest and this is having a positive effect in stimulating their effective learning. Pupils are keen to try out their skills and are beginning to improve their techniques. Most teachers show sound subject knowledge and are using these skills to guide pupils towards improving the quality of their work. One teacher gave Year 5 pupils a good opportunity to discuss and evaluate their still life arrangement. This helped the pupils to realise that preparation is an important part of creative work, thereby enriching their imaginative ideas. It also had a positive influence in using and extending the pupils' literacy skills. Teachers' questioning is effectively matched to the understanding and prior attainment of the pupils and this ensures full participation and concentration. The pupils respond positively to their teachers. They enjoy their work and learn well. The teachers know the pupils well and include those with special educational needs fully in discussions, thereby aiding their learning.
115. The scheme of work is satisfactory and follows the national guidelines. This helps to ensure that there is an effective balance of activities and supports teachers in their planning. The co-ordinator is knowledgeable and is aware of the need to adapt the guidelines to match the needs of the pupils. She provides good leadership and is developing an appropriate skills-based assessment programme to show development throughout the school. Pupils have benefited from workshops with community-based artists linked to local festivals such as Mardi Gras 2000 and visits to the Tate Gallery in St Ives. The art club provides extra experience of materials through fabric painting, pottery and mosaic work. Resources for art are good and the school is fortunate in having a kiln on site. The teachers work hard to minimise the severe lack of space for practical work. However, it restricts the effective use of ICT. There was little evidence of control and modelling technology being used to extend the pupils' skills and creativity and this is a weakness which is limiting the pupils' skills.

## **DESIGN AND TECHNOLOGY**

116. Standards of work in Year 2 and in Year 6 are in line with national expectations. All pupils, including those with special educational needs, achieve appropriately in relation to their prior attainment, as at the time of the last inspection. Two lessons were observed during the inspection. In a Year 2 class pupils were using drawing and cutting skills effectively to make large sunflowers linked to a science project whilst others were practising basic sewing techniques to make needle cases. There is evidence in this class of satisfactory development in creating design plans although some pupils were unable to distinguish between a design plan and a drawing.
117. In Year 6 pupils were evaluating the quality of slippers and producing a prototype using card, cloth and appropriate padding. They were beginning to understand the properties and limitations of materials and made design plans to show their ideas and needs. Following this they assembled the components accurately using simple stitching. The teacher effectively demonstrated components of slippers by taking one apart to show a cross section and this promoted the pupils' learning effectively. All pupils show positive attitudes to their work and enjoy good relationships, which further strengthen their learning.



118. The quality of teaching is satisfactory overall and the teachers have sufficient knowledge and understanding to enable all pupils to make satisfactory progress. The stronger aspects of the teaching seen were characterised by the enthusiasm and applied knowledge of the teachers. Their questioning and the strategies they used helped to motivate the pupils, who responded well with enthusiasm and concentration. There were examples of good planning with clear objectives which promoted the pupils' progressive learning and examples of safe working practice which encouraged effective group work.
119. The co-ordinator has insufficient time to monitor the subject effectively for she also has responsibility for other subjects given higher priority. This has resulted in a lack of focus on design and technology which has restricted improvement. Other than the teachers' effective day-to-day marking of the pupils' work, there are insufficient procedures for assessing pupils' progress. In addition assessments are not used to inform future teaching and learning and this is restricting pupils' skills. To ensure coverage this subject is planned on a half-termly basis with art. The scheme of work is satisfactory and follows the national guidelines and the school is currently evaluating its use. The scheme provides a sound basis for planning which develops skills in a systematic way. The co-ordinator has yet to evaluate teaching and learning in the subject, and the school lacks consistent approaches to monitor pupils' skills. Resources are satisfactory and there are facilities for the development of food technology. The lack of space in several classrooms severely restricts practical work and the use of ICT and these are barriers to future improvement. The subject has received less focus than at the time of the previous inspection and the quality of provision and standards have slipped. The school is aware of the need to develop the subject and has included it in strategic plans.

## **GEOGRAPHY**

120. Pupils in Year 2 are developing sufficient skills and are on course to attain standards which meet the national expectations. This matches the standards found at the time of the last inspection. Most pupils, including a few higher attainers and pupils with special educational needs, build appropriately on their prior attainment and achieve satisfactorily as they move through the key stage.
121. The pupils in Year 6 show gaps in their knowledge, skills and experience, for example mapping skills and knowledge of geographical terminology, and their overall attainment is below that expected nationally for pupils of this age. In recent years, the school has focused strongly on literacy and numeracy and these gaps stem from the lack of emphasis placed on geography in previous years when the planning and teaching of the curriculum did not promote the pupils' progressive acquisition of skills. As a consequence, standards have slipped compared to the average standards identified at the time of the last inspection. Very recently the school has adopted the scheme of work suggested by the QCA and this is likely to rectify the situation. Over time, however, most pupils in Key Stage 2, specifically in Year 6 and including potentially higher attainers and pupils with special educational needs, have not achieved satisfactorily in relation to their prior attainment, hence their under-developed knowledge and skills.
122. By Year 2, pupils are able to compare different environments appropriately. For example, they share and contrast their holiday experiences abroad, noting differences and similarities in weather, customs and buildings. By Year 6, pupils have experienced studies of the local area and have appropriate knowledge about specific topics such as

'Water in the World' and make useful geographical links with their work in history about ancient Greece and Egypt, for example. Whilst pupils have compared and contrasted aspects of human and physical geography of the local area, their knowledge of these geographical terms and their ability to interpret maps are below expectations.

123. The teaching was satisfactory in the lessons observed across the school and, whilst the pupils' learning matched the quality of teaching, it was significantly restricted by a lack of resources. The teachers work hard and are effective in establishing supportive links with the pupils' previous experiences but their attempts to extend the pupils' awareness by using atlases and maps are weakened by the insufficient resources available. Teachers promote good relationships and the pupils respond positively, although at times their interest is severely tested by the need to share books with two or three others. This also limits learning, especially the acquisition of mapping skills. The teachers are effective in overcoming such difficulties by using their good knowledge to formulate focused questions which promote the pupils' thinking and by managing the pupils' behaviour successfully. Even so the quality of learning in this subject does not match the higher quality seen in some other subjects.

124. The subject is appropriately planned now but the cycle of planning has yet to be completed; hence the full impact on pupils' learning in Key Stage 2 has yet to be accomplished. The teachers complete and use appropriate assessment strategies beneficially to record the pupils' skills but there is scope for this work to be improved to support the raising of standards. The acting headteacher, as the 'holding co-ordinator', has been instrumental in developing a satisfactory curriculum. Until now, however, there has been little impact on the pupils' attainment and progress, and monitoring of standards has been insufficient. Overall, therefore, leadership and management are not effective and the subject lacks emphasis. This is especially to be seen in the unsatisfactory level of resources, for example insufficient books, atlases, globes photographs and artefacts, and this is restricting standards across the school. Word processing using CD-ROMs and ICT is increasingly used to enrich studies such as those of Hawaii or the Himalayas but, with the exception of Year 6 work in locating volcanoes, there was only limited evidence of control or modelling technology being used to support mapping skills. Generally the use of ICT lacks emphasis in this subject across the school. Importantly, work in the subject is not contributing as much as it should to the pupils' spiritual and cultural development and this represents a lost opportunity to enrich the pupils' enjoyment of school. The subject has lacked development since the last inspection.

## **HISTORY**

125. Pupils in Year 2 and Year 6 attain standards in line with the national average. These standards have been maintained since the last inspection. Most pupils, including those with special educational needs, are included equally and achieve satisfactorily in relation to their prior attainment by the time they leave the school. The scrutiny of work revealed that pupils in Year 2 develop an appropriate understanding of terms such as 'Armistice' and the trauma of war through their work in making 'Remembrance Day' cards. They acquire a satisfactory understanding of the passage of time by noting the changing use of buildings in their walk around Newquay. Pupils in Year 6 produce interview scripts as if living in ancient Sparta and Persia and develop an appropriate understanding of how historical events often underpin ancient legends. They make sensible comparisons with life now and develop effective skills in gathering evidence to support their ideas.

126. The teaching is soundly based on the QCA guidance which ensures continuity and an appropriate range of learning opportunities throughout each key stage. Pupils are acquiring appropriate skills when studying the Victorians. The local environment has been used to raise pupils' awareness of changes over time in Newquay, relating to mining, farming and fishing. Pupils in Year 2 had usefully visited a local school built in the Victorian period to make comparisons with their own school building. As part of a history topic, they had the opportunity to dress up in clothes of the time when visiting local Victorian cottages.
127. There were insufficient opportunities to judge the quality of teaching in Key Stage 1. Teaching in Key Stage 2 is satisfactory overall but it is improving as the new scheme of work is implemented. Two good lessons were observed and all pupils, including those with special educational needs, made good progress. In the Year 3 lesson, pupils were investigating invaders and settlers. They showed real fascination and wonder when introduced to original Roman artefacts: an oil lamp, mosaic pieces and coins. They were able to co-operate well, showing care when handling the artefacts. In the Year 5 lesson, pupils were considering the lives of poor children in Victorian times. They showed interest and curiosity when discussing employment of children and their different jobs such as human scarecrow and chimney climber. They asked relevant questions and offered opinions, making good comparisons between then and now.
128. Teachers have a good knowledge and understanding of the subject and are beginning to guide the pupils to develop research techniques. They use artefacts particularly effectively in stimulating pupils' imagination and making their learning real. Questioning is often challenging and targeted to ensure that pupils remain on task. There is evidence of organised discussion, and this effectively supports pupils' literacy skills. The pupils enjoyed these sessions and showed positive attitudes and behaviour. Teachers are using appropriate vocabulary such as 'scythe', 'artefacts', and 'haystack' and guide the pupils to pick out relevant facts. Pupils have limited opportunities to write extensively. The standard of presentation and the quality of teachers' marking varies. These shortcomings restrict the pupils' progress.
129. The acting headteacher, as the co-ordinator, provides effective leadership and has formulated an action plan for the development of the subject to include a more local emphasis and an increased focus on extended writing. QCA plans are used effectively throughout the school, but there are early signs of teachers making adaptations productively to suit the particular needs of their pupils. The subject lacks formal assessment procedures and, other than their day-to-day assessments of the pupils' work, teachers do not use assessments effectively to inform future learning. The subject is enhanced by a number of visits and cross-curricular links. There are painted portraits of Henry VIII and photographs of pupils taking part in Tudor dance. Pupils in Year 6 have used ICT skills effectively to produce a CD-ROM based on history topics. Resources are satisfactory, based on the requirements of the QCA guidance. These cover a narrow range at this time and the co-ordinator acknowledges the need to extend this and to increase the contribution of the subject in developing the pupils' literacy skills in supporting learning.

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

130. Standards for pupils in Year 2 and Year 6 have been maintained overall since the last inspection and there has been improvement in some strands of this subject. Planned teaching later in the year should ensure that in Key Stages 1 and 2, pupils are on course to meet national expectations in all the required aspects of ICT. The pupils

show good skills in developing ideas and making things happen, and exchanging and sharing information, particularly in Year 6. Most pupils achieve satisfactorily in relation to their prior attainment and, throughout the school, pupils with special educational needs are supported well by regular opportunities to learn words, spellings and multiplication tables by using the computer; in these respects they make good progress.

131. Younger pupils learn how to enter and store information using computers. In Key Stage 2, pupils use the Internet to gather information and older pupils can use it in their project work but as yet it is not evident that they are considering errors or omissions in the information they find. Throughout the school, pupils are combining text, images and music within documents and, as they get older, are progressively increasing their capability and understanding of the processes involved. Pupils are good at developing ideas: in Year 4, they use the Logo program to devise commands to produce shapes on the screen and pupils in Year 6 are currently working on producing a CD-ROM, which includes text, images, sound, and interactive buttons. All pupils in Key Stage 2 now have an email address and the school makes effective use of this facility to make contact with schools and individuals in Germany and Italy and is about to re-establish contact with France. This facility has improved their knowledge in exchanging and sharing ideas and increased the pupils' awareness of other people and other cultures. Pupils are aware of the need to review their work and in Year 5 pupils understood appropriately how using a spreadsheet could be a great help in calculating large amounts of money.
132. As at the time of the last inspection, the timetable is organised effectively in Key Stage 2 and, starting this term, in Year 2, so that pupils have regular weekly sessions with the ICT technician. The teachers use the nationally produced guidance and work is split into termly or half-termly units. Teachers discuss plans with the technician about what they want pupils to achieve, but do not teach ICT directly themselves; consequently, the only ICT lesson seen was in Year 1. In Key Stage 1, good questioning and demonstration, followed by the assessment of individuals to find out how capable they were at using the mouse to drag and drop pictures on the screen, gave the teacher useful information about the attainment of the pupils.
133. There has been a strong focus on developing the pupils' knowledge, skills and understanding within the four strands of ICT. This is being successfully accomplished by making good use of the knowledge, expertise and experience of the ICT technician. However, the use and application of ICT across the curriculum are unsatisfactory overall. Little use is made of the computers in the classroom to aid learning over the full range of the National Curriculum. Most examples of work seen were related to word processing with examples of graphs and spreadsheets being used in mathematics. This under-use of computers is restricting the pupils' learning.
134. Although groups of Key Stage 2 pupils working in the computer suite are gaining appropriate and sometimes good levels of skill in response to good teaching, the environment in which they are working is unsatisfactory and not wholly compatible with good learning. Generally, the accommodation within the Key Stage 2 areas of the school is unsatisfactory. Due to a general lack of space within the school, the computer suite is sited in the shared area in Key Stage 2. As this is, in effect, a wide corridor, used by pupils from all classes and giving access to classrooms, the toilets, the library and the hall, computer lessons are disrupted almost constantly. This high level of disruption impinges on the quality of learning. As the area is only big enough to accommodate seven computers, pupils are taught in groups; the movement of these groups in and out of classes to their computer lessons is a disrupting factor and hinders continuity and learning in other lessons.

135. When they use computers, most pupils do so enthusiastically and most show positive attitudes to learning. They co-operate, share ideas well, and learn from each other. The technician ensures that they understand what they are doing by answering their questions immediately and demonstrating how to develop their ICT skills. However, for a minority of pupils, the environment proves to be too disruptive and consequently they do not improve their learning as much as they could. The school recognises that the situation is unsatisfactory and is seeking alternative solutions such as relocating the bank of computers. With this in mind and with a view to enabling whole classes to be taught together in the future, all teachers are undergoing nationally recognised training in ICT.
136. The leadership of the subject is good and the co-ordinator is working effectively with the link governor and members of staff to raise provision and standards. Appropriate targets for action have been set, including making more effective use of ICT across the curriculum. The new policy provides guidance for teachers and the use of nationally recommended guidance ensures that all aspects of the subject are covered. Current action includes developing the expertise of staff through training, good use of the technician's expertise and ongoing assessment by the technician of what pupils know, understand and can do. Resources are satisfactory and have been improved, since the last inspection; two more computers have been added to the computer suite, and a data logger, thermal probe and programmable toys have been purchased. These are being used effectively to improve the pupils' skills. Fund-raising is taking place to buy more equipment such as a digital camera.

## **MUSIC**

137. No judgements were made in the last inspection report relating to standards in music. Evidence from lessons indicates that pupils, including those with special educational needs, are on course to exceed the expected level in Year 2 and that they achieve well in relation to their prior attainment. Pupils in Year 2 are beginning to compose a musical accompaniment to the Jack and the Beanstalk story that they plan to perform to the reception class. They can distinguish between high and low notes and suggest that this change in pitch could be used when Jack is climbing the beanstalk. They have a good knowledge of a wide range of instruments and handle them sensibly.
138. By Year 6, pupils are on course to reach the nationally expected levels and their achievements are satisfactory. Pupils with special educational needs are fully included and also achieve appropriately over time. In Year 3, most pupils can maintain a beat to accompany songs; by Year 5, many pupils willingly express their views about music they have heard and the mood it creates, and can identify some of the instruments playing. Whilst most pupils reach satisfactory standards, around 30 pupils benefit from specialist music tuition in a diverse range of instruments and many attain high levels of competence during their time in school.
139. Teaching is good in Key Stage 1 and satisfactory in Key Stage 2, as at the time of the last inspection. Good knowledge and understanding, good planning and a calm, quiet learning environment are strong features of Key Stage 1 teaching which impact positively in promoting good learning for the pupils. The pupils are kept focused on the activities, behave well and enjoy their music. They are confident and sing tunefully in the infant assembly. Teachers in Key Stage 2 have sound knowledge of the music they teach and provide appropriate opportunities for pupils to develop their skills, knowledge and understanding and to learn appropriately. However, pupils in Key Stage 2 are at times restless and find it hard to concentrate. A contributory factor affecting the quality

of teaching and standards in this key stage is the unsatisfactory accommodation. When windows or doors are opened to allow much-needed ventilation into the room, high levels of noise from outside have a negative impact on pupils' concentration. Cramped conditions often mean that pupils are confined to their chairs as there is little room to move around and this limits practical work and pupils' learning.

140. Photographic evidence indicates that throughout the school there are good opportunities for pupils of all ages to perform in assemblies, plays and concerts, and groups of children sing to local residents. The school provides a lunchtime recorder group and after-school choir, which are open to any pupil, from the reception class onwards, regardless of ability. In addition, there is an after-school guitar club for Key Stage 2 pupils. These activities have a beneficial effect on the pupils' learning. Work in the subject supports pupils' spiritual, social, moral and cultural development well, through the study of music from around the world, and includes music played and identified in assembly each day.

141. The leadership of the subject is good and the co-ordinator has successfully addressed the issue of pupils being withdrawn from lessons for instrumental tuition raised in the last report, although there were initial teething troubles at the start of the new school year as individuals and groups were organised for music tuition. The nationally recommended guidance is used effectively to ensure full coverage of the curriculum. The policy provides appropriate guidance for teachers, and recently introduced ongoing assessment procedures are useful when teachers write reports for parents and to pass on information to the next teacher. In addition, with the help of a very supportive governor, the high profile of music is being maintained in the school even though this subject is not a priority for development. Recently, the school choir gained distinction in a competition and the school has been involved in a wide range of music and performance related events including the Lawnmower Project, a day of music and dance at Terice Manor.

## **PHYSICAL EDUCATION**

142. As at the time of the last inspection, standards are above those expected nationally for pupils in Year 2 and for pupils in Year 6. In response to good teaching, most pupils, including higher attainers and pupils with special educational needs, develop their skills to an above average standard and achieve well over time as they move through the school. The teachers are careful to stress the importance of safe practice and encourage the pupils to complete appropriate 'warm-up' and 'cool-down' routines before and after exercise. These strategies enrich the pupils' understanding of the importance of physical activity to their health.

143. Following their participation in a variety of training activities the teachers are emphasising the development of the pupils' skills with increasing consistency and to good effect across the school. As a consequence and for example, pupils in both key stages demonstrate good awareness and use of space in their gymnastics lessons in the hall and in their games lessons on the playground. As a result of the energetic and skilled example of the subject co-ordinator, the subject now enjoys a high profile and the teachers show confidence and enthusiasm in their instruction. In turn the pupils enjoy their work and strive to improve their performance. This is clearly evident in their weekly visits to the nearby swimming pool, where pupils in Years 4, 5 and 6 respond to the effective teaching, demonstrate improving skills and reach above average attainment.

144. Dance, gymnastics, games and swimming lessons were observed during the week of the inspection. The pupils experience a full and well-balanced curriculum that is further enriched by a very wide range of extra-curricular activities. These 'clubs' led by staff and adult helpers are well supported by good numbers of boys and girls. These clubs also enrich the pupils' learning and physical activity generally helps to maintain the strong ethos of care evident in the school. During these activities the pupils in Year 2 show good skills in running, balancing and in collaborating to perform sequenced movements. As they grow older, pupils in Year 3 link their movements to music perceptively and show good co-ordination. Pupils in Year 4 swim with confidence and show consideration of others. Pupils in Year 6 demonstrate good ball skills and pass and catch basketballs capably and reliably. Generally the vast majority of pupils show good levels of fitness, especially when playing football, and standards are rising across the school.
145. The quality of teaching is good overall and promoted equally effective learning in most of the lessons observed. Teaching has continued to improve since the last inspection and is beginning to have even more effect on the pupils' acquisition of skills – especially when they use the new climbing apparatus in the hall. The teachers now appear to enjoy the subject and show good knowledge. They emphasise specific skills such as throwing very effectively. Most teachers set high expectations and use demonstration well to encourage improvement but occasionally, in dance and games lessons, for example, there is scope to involve the pupils more in evaluating each other's work in order to raise standards even higher. Resources are good and are used well to support teaching and learning.
146. The curriculum is planned well to ensure appropriate balance and breadth and the emphasis on developing the pupils' skills is supported by the teachers' use of recommended schemes of work. The co-ordinator provides good leadership and guidance and, together with the acting headteacher, has played a key role, especially over the past year, in re-establishing a strong variety of extra-curricular activities. These are much appreciated by parents and pupils and significantly enrich the curriculum. The hall provides a good space for younger pupils to experience full movement but it is limited in size for the older pupils. The teachers make good use of the spacious outdoor facilities and nearby indoor swimming pool to challenge and motivate the pupils productively.