

# INSPECTION REPORT

**Blisland Community Primary School**

Bodmin

LEA area: Cornwall

Unique reference number: 111909

Headteacher: Mrs J E Barnes

Reporting inspector: Mrs Hazel Callaghan  
22254

Dates of inspection: 18<sup>th</sup> – 20<sup>th</sup> September 2000

Inspection number: 224342  
Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	mixed
School address:	Blisland C P School Waterloo Blisland Bodmin Cornwall
Postcode:	PL30 4JX
Telephone number:	01208 850565
Appropriate authority:	Governing body
Name of chair of governors:	Mrs H O'Donnell
Date of previous inspection:	June 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Hazel Callaghan 22254	Registered inspector	Mathematics Science Information and communications technology Design and technology Music Physical education	How high are standards? How well are pupils taught? How well is the school led and managed? Equal opportunities.
Brian Sampson 10329	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
Jean Newing 21992	Team inspector	English Art Geography History Religious education Special educational needs	How good are the curricular other opportunities offered to pupils? Areas of learning at the Foundation Stage.

The inspection contractor was:

Evenlode Associates Ltd.,  
6 Abbey Close  
Alcester  
Warwickshire  
B49 5QW

Tel: 01789 766099

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

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

### **INFORMATION ABOUT THE SCHOOL**

Blisland Primary is a very small school having 29 pupils at present on roll. It is situated in the hamlet of Waterloo near to Blisland, and draws its pupils from a ten mile radius around the school. A large proportion of pupils enter and leave the school throughout the year, as well as those pupils in Year 6 who transfer to the secondary school. This is due to the movement of families in and out of the area, and although not involving a large number of pupils, the changes have a considerable impact on the nature of the school population. Pupils are admitted with the full range of attainment, but at the time of the inspection there were only two pupils identified as having special educational needs, both in Key Stage 2, which is well below the proportion found nationally. No pupils were eligible for free school meals, which is very different from the national situation. There were no pupils from other ethnic groups or who have English as an additional language, which is also unusual compared to most schools.

Pupils are taught in two classes. One class comprises of children under five, the reception year and pupils in Years 1 and 2, who are taught by one teacher and a part-time learning support assistant. There was only one child in the reception year and none under five at the school during the inspection. The other class is made up of the pupils in Key Stage 2, taught by one teacher and the support of two part-time learning support assistants.

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

Blisland Primary is a good school, which provides a broad curriculum for its pupils in a secure learning environment. It is managed and led very well by the headteacher who has built a strong team of staff who work well together and are committed to improving the effectiveness of the school. The overall quality of teaching is consistently at least satisfactory, and sometimes good and very good at both key stages. The school provides good value for money.

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

- Standards in reading at both key stages, and in science at Key Stage 2, are good and above average.
- There is very good leadership provided by the headteacher.
- There is good partnership between teachers and the experienced learning support staff who together ensure all pupils are provided with work that matches their age and ability.
- Very good assessment procedures that identify pupils' attainment and provides targets for their future development and progress.
- Systematic monitoring of the work of the school and the evaluation of its effectiveness in providing a good standard of education.
- Staff provide a caring and secure environment where pupils work in a family atmosphere that promotes very good relationships and their good personal development.

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

- Standards of attainment in writing and aspects of mathematics at both key stages.
- Teachers' knowledge and expertise in the teaching of mathematics.
- Teachers are insufficiently rigorous in ensuring that pupils provide their best quality and quantity of written work.

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

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

The school was previously inspected in June 1996 when there were only eight pupils on roll. The school was closed in August 1997 and reopened owing to the support provided by the parents and the local community. Since that time, the school has significantly changed, increased in population and considerably improved. It is difficult to accurately compare the standards judged at the previous inspection with those currently achieved as the number of pupils was so small and the standards generally covered the full range. Overall, standards in English and mathematics have been maintained and in reading and in science they have been improved at both key stages. Standards of attainment have also improved in information

and communications technology throughout the school, and in history standards have improved at Key Stage 2 both of which were weaknesses at the previous inspection. The key issues for improvement in the previous report have all been addressed and several aspects, such as the provision for pupils with special educational needs, the procedures for assessing pupils' attainment and the quality of support provided by the learning support assistants have all been turned into strengths. The school is well placed to continue this improvement.

## STANDARDS

Each year the number of children admitted to the school is small in comparison to most schools and so direct comparisons are difficult both with national averages and with schools who have pupils from similar backgrounds. The number of pupils in each year group is small and consequently one pupil's attainment makes quite an impact on the overall standards achieved by the school. However, by the time pupils leave school at 11, most pupils achieve standards that are similar to those expected and some higher in English and mathematics. In science, pupils attain standards that are often higher than those expected. These standards were confirmed by the current inspection where pupils were judged to be on line to attaining average standards in English and mathematics and above average standards in science by the time they leave school. In all other subjects, pupils' attainment is generally satisfactory and similar to those expected for their age. In reading and science, pupils' achievement is high at Key Stage 2, and in information and communications technology, pupils also often make good progress in their learning. In the last two years, pupils' assessment of English and mathematics, using optional tests, indicates that many pupils are showing good progress in building on the standards they achieve at the end Key Stage 1. Boys and girls make similar progress.

Children enter the school with standards of attainment that reflect the full range found nationally, but over the last few years children are exhibiting standards of attainment that are mostly similar to those found nationally, and above average in their language and literacy skills. By the end of their reception year, the majority of pupils have attained their Early Learning Goals and are usually well on their way to attaining Level 1 of the National Curriculum. Pupils build effectively on this good start and generally make steady progress through the school in most areas of their learning. During the current inspection pupils were judged to be on line to achieve above average standards in reading and average standards in the other subjects at the end of Key Stage 1.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy school and participate well in their lessons.
Behaviour, in and out of classrooms	Good. Most pupils behave well in lessons and around the school. They are polite and courteous.
Personal development and relationships	Good. Pupils respond well to responsibility. They show good levels of care for each other. Relationships through the school are very good.
Attendance	Very good and well above that found nationally.

## TEACHING AND LEARNING

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

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

The quality of teaching through the school is satisfactory overall, with several areas of strength. During the inspection sixteen lessons were observed, all of which were of a satisfactory standard or better. A quarter

of the lessons were judged as of good quality and two lessons were very good. This consistent standard at both key stages has enabled pupils to make steady progress through the school. A particular strength of the teaching is the very good partnership between the class teachers and the learning support staff who work in their classes. Teachers plan their lessons carefully and ensure all pupils are provided with appropriate work for their age and ability.

The teaching of English and mathematics is satisfactory overall. The teaching of reading is good and pupils' achievements are high. The National Literacy Strategy has been implemented effectively, but pupils' writing skills need further development. Similarly the National Numeracy Strategy has been satisfactorily implemented, but pupils' ability to work out sums in their head needs greater emphasis and development. Teachers in both classes lack rigor in their expectations of the quantity and quality of pupils' work, which is often hurriedly completed, carelessly presented and sometimes lacks good effort.

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

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	The curriculum is broad and well balanced and meets the needs of all the pupils. The school works hard to provide a wide range of activities in physical education, but the lack of a safe area for gymnastics restricts this aspect of pupils' learning.
Provision for pupils with special educational needs	Very good. Pupils are effectively identified and well supported. The learning support assistants are experienced and well-trained and they are used very effectively. They make a significant contribution to the standards the pupils achieve, especially those with special educational needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' moral, social and cultural development is good. The provision for pupils' spiritual development, although satisfactory, lacks opportunities for pupils to reflect on their own experiences and values.
How well the school cares for its pupils	The staff work hard to ensure pupils' welfare. The procedures for assessing pupils' attainment are comprehensive and the school uses the information very well to set pupils' individual targets for improvement.

The school works well with parents. They are kept very well informed and involved in the pupils' learning.

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

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides very good leadership. She has built a very committed team who work well together. The school is well managed and priorities for future development are effectively prioritised.
How well the governors fulfil their responsibilities	The school is well supported by a fully informed governing body. They have a good understanding of the strengths and weaknesses of the school, and carry out their statutory responsibilities effectively. They are developing strategies to measure how the school provides best value.
The school's evaluation of its performance	The headteacher is very effective in monitoring the quality of education provided by the school, and analysing test results to evaluate the effectiveness of pupils' learning and identifying the areas that need further development.

The strategic use of resources	The aims of the school are well supported by the use of financial resources. Teaching and support staff are well qualified and deployed effectively to support pupils' learning. Resources are satisfactory overall and good in English. The new computer suite is used well to develop pupils' information and communications technology skills and their learning in many other subjects.
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### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• The staff are very successful in providing a welcoming and secure environment.</li> <li>• Pupils are very happy and want to come to school.</li> <li>• There is a strong family atmosphere in which pupils grow in confidence.</li> <li>• The staff are very committed and hard working.</li> <li>• Pupils are well supported and are making good progress.</li> <li>• There is an interesting range of activities for pupils to enjoy out of lessons</li> </ul>	<ul style="list-style-type: none"> <li>• There were no significant aspects which parents wanted to see improved.</li> </ul>

A good proportion of parents returned the questionnaire. Parents were strongly supportive of the school and the inspection team agree with many of the positive comments made. Pupils are well supported and those with special educational needs often make good progress. However, there are areas of their work in which pupils could make better progress. There is a wide range of extra-curricular activities, which the pupils enjoy. They are not aimed at enhancing the pupil's work in lessons, but to provide opportunities for pupils to try different interests.

## **PART B: COMMENTARY**

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

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

1. Children enter the school with standards of attainment that reflect the full range found nationally, but over the last few years children are exhibiting standards of attainment that are mostly similar to those found nationally and above average in their language and literacy skills. By the end of the foundation stage (the reception year), the majority of pupils have attained their Early Learning Goals and are usually well on their way to attaining Level 1 of the National Curriculum. At the time of the inspection there were no children under five, and only one in the foundation stage. This child was working confidently within Key Stage 1 of the National Curriculum.
2. Each year the number of children admitted to the school is small in comparison to most schools and so direct comparisons are difficult both with national averages and with schools who have pupils from similar backgrounds. Because the number of pupils in each year group is small, one child's attainment makes a significant impact on the overall standards achieved by the school. However, by the time pupils leave school at 11, most achieve standards that are similar to those expected in English and mathematics. In science, pupils attain standards that are often higher than those expected. These standards were confirmed by the current inspection, where pupils were judged to be on line to attaining average standards in English and mathematics, and above average standards in science.
3. In English, the results of the national attainment tests in 1999 indicate that at the end of both key stages standards in reading are above the national average, while standards in writing are below. The high reading standards have been maintained this year in the National Curriculum tests, but writing remains the weakest element. During the inspection it was judged that pupils' speaking and listening skills were in line with those expected at the end of both key stages. Standards in reading are above average and standards in writing are similar to those expected. Pupils' literacy skills are used satisfactorily in other subjects, but opportunities to further develop their literacy skills are not sufficiently promoted to ensure good progress in writing.
4. In mathematics, in the 1999 National Curriculum tests a good proportion of pupils attained the expected standards at both key stages, but no pupils attained the higher standards of Level 3 at the end of Key Stage 1, or Level 5 at the end of Key Stage 2. Although a little better this year, the results were similar. Pupils are not achieving as well in mathematics as they are in either English or science because the potentially higher attaining pupils are not achieving the standards of which they are capable. During the inspection, standards were judged as in line with those expected at

both key stages, but pupils are not sufficiently developing the quick recall of knowledge that is necessary for mental calculations nor are they developing their own strategies of problem solving. There are insufficient opportunities for pupils to carry out investigations and explore the patterns and links between numbers, which will support them in the development of their numeracy skills.

5. In the last two years, the assessment of pupils' standards in English and mathematics, using optional tests, indicates that many pupils are showing good progress in building on their standards achieved at the end Key Stage 1. Boys and girls make similar progress.
6. In science, standards of attainment at Key Stage 1 are similar to those expected and pupils make steady progress in learning the knowledge and skills required through the key stage. At Key Stage 2, pupils often make good progress in their learning, especially in the skills of scientific investigation and enquiry, and most pupils attain standards that are at least in line with those expected and some higher.
7. It is difficult to accurately compare the standards judged at the previous inspection with those currently achieved as the number of pupils was so small and the standards generally covered the full range. Overall, standards in English and mathematics have been maintained, and in reading and science they have been improved at both key stages.
8. In information and communications technology, pupils are well on line to achieve the standards of attainment expected at the end both of key stages. The provision for information and communications technology has greatly improved since the previous inspection and consequently pupils' standards of attainment have equally improved and they are making good progress in their learning. A strong element in pupils' achievement is their use of information and communications technology to research for information and to record their ideas and findings.
9. In all other subjects, pupils' attainment is generally satisfactory and similar to those expected for their age. No lessons in history took place during the inspection, but from the evidence of past work and in talking to pupils, it is judged that standards have improved since the previous inspection and are now satisfactory at both key stages. In physical education standards in swimming are good due to their strong focus and time given to its teaching. Gymnastics is not taught, as there is no suitable accommodation. Consequently, pupils do not have the opportunity to attain standards that are expected.
10. There were very few pupils with special educational needs in the school during the inspection. They have appropriate targets set for them in their individual education plans and these are closely monitored. Records show that these pupils are making good progress in their reading and make steady progress against their prior learning.

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

11. Children under five settle in to school life well, they relate well with all adults and co-operate well with each other. Pupils through the school show positive attitudes to learning. They enjoy coming to school. Many arrive early and go into the classroom and settle to work, looking at books, reading quietly and using the computers. Most pupils behave well in lessons. They listen attentively while the teacher introduces the lesson, demonstrates or explains the task, but many pupils do not apply themselves sufficiently and work with sustained concentration to complete the tasks set and this has a detrimental impact on the standards they achieve.
12. Good relationships are a strong feature of this school, both between the adults, the adults and the pupils and the pupils themselves. They listen and help each other, for example, in a Key Stage 2 science lesson when pupils made models to show how bones and muscles are connected. Teachers and pupils treat each other with mutual respect. Older pupils look after younger ones, showing care and affection.

13. Behaviour around the school, in the playground and in the dining hall is good. Pupils play constructively in the playground. Some times it is a little boisterous and pupils play football very enthusiastically. No selfish or aggressive behaviour was seen and no pupils have been excluded from school. There is a strong family atmosphere in the school and pupils usually behave well, but there are instances of inappropriate behaviour in the Key Stage 2 class, which disrupts other pupils' learning.
14. Pupils' personal development is good and they gain in confidence as they move through the school. They are polite and courteous to visitors, teachers and each other. Older pupils take responsibility for taking younger pupils to the dining hall, which is two hundred yards down the lane. They treat the books in the library, the machines in the computer suite and the displays, which celebrate their work, with care. The oldest pupils work very well collaboratively and use their initiative when they undertake research in many curriculum areas. They support each other well, the more able often helping those who are not as sure or confident.
15. Attendance for the last reporting year is very good (97 per cent) and a strength of the school. This is an improvement on the already high standard of the previous inspection. It is well above the national average for this type of school. Pupils come to school and into classes on time, and lessons start promptly.

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

16. The quality of teaching through the school is satisfactory overall, with several areas of strength. During the inspection sixteen lessons were observed, all of which were of a satisfactory standard or better. A quarter of the lessons were judged as of good quality and two lessons were very good. This consistent standard at both key stages has enabled pupils to make steady progress through the school.
17. A particular strength of the teaching is the very good partnership between the class teachers and the learning support staff who work in their class. Together they ensure that all pupils, including those with special educational needs, are provided with work that matches their age and ability, and the very good adult to pupil ratio ensures that pupils receive good levels of support and encouragement. The experienced and well-trained learning support assistants are used very effectively, and they make a significant contribution to standards the pupils achieve, especially those with special educational needs. Teachers plan their lessons in detail and have clear objectives for the pupils' learning, which they take time to discuss with the class so that the purpose of the lesson is clear. Resources are used effectively to promote pupils' interest and teachers incorporate information and communications technology well in many subjects to promote pupils' greater independence and skills.
18. At the time of the inspection there were no children under five, and only one in the foundation stage. These young children are taught by an experienced learning support assistant who has a high level of expertise. She works closely with the class teacher and works alongside the pupils in Key Stage 1. The expertise of the learning support assistant has been gained through very well targeted professional development. There has been a great improvement in the provision for these youngest children since the previous inspection. The quality of support provided by the classroom assistant at that time was identified as variable and having a negative impact of the children's attainment and progress. It is now good, and all children make at least satisfactory progress in their learning.
19. Staff share good practice and this is having a positive impact on pupils' achievements, which are improving, particularly in information and communications technology. In English, the quality of teaching is satisfactory at both key stages. There has been a strong and effective focus on the teaching of reading throughout the school and this has had a very positive impact on the pupils' learning, so that they make good progress in the development of their reading skills. Pupils' writing

skills, however, are not as well promoted and pupils make less progress in this area of literacy. The quality of teaching in mathematics, although satisfactory has weaknesses in the promotion of pupils' ability to recall information quickly and develop strategies so they carry out calculations accurately in their heads without the need for paper and pencil. The school has identified these areas of weakness in teaching and learning such as the development of writing skills and mental mathematics, and priorities have been set in the school development plan.

20. Teachers in both classes are not sufficiently rigorous in their expectations for the quantity and quality of pupils' written work, which is often hurriedly completed, carelessly presented and lacks good effort. In Key Stage 1, pupils in Year 2 are not sufficiently expected to provide an appropriate quantity of work, especially when recording their ideas. Teachers are very good at providing support and encouragement, but in Key Stage 2, some pupils are not sufficiently encouraged to try harder and work of an unsatisfactory quality is too readily accepted.
21. Teachers have good methods of dealing with pupils who have behavioural problems. There is a strong family atmosphere in the school and pupils usually behave well, but there are instances of inappropriate behaviour in the Key Stage 2 class, which disrupts other pupils' learning.
22. Teachers monitor the pupils' attainment and progress very well. They evaluate their lessons making note of individual's successes or difficulties, and they adapt the next lesson so the activities continue to build on their knowledge and understanding. They set individual targets for future improvement, which they share with the pupil, and they are regularly reviewed and adapted to ensure that pupils make effective progress. Pupils' work is regularly marked and discussed with them. Their efforts are praised, but there are rarely comments which encourage pupils to higher effort or identify why the work is good so the pupils knows how to succeed again next time. Homework is set for pupils through the school and is used satisfactorily to consolidate pupils' learning in lessons.

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

23. The curriculum is broad and satisfactorily balanced at both key stages, but there are weaknesses in the quality of provision in writing, mathematics and physical education. It provides for all subjects of the National Curriculum and religious education according to the requirements of the locally Agreed Syllabus. The curriculum is planned in such a way to be very relevant for the pupils. Subject planning is clear and well structured providing a relevant framework for the pupils in this small school. There is a very good number of adults who work closely with small groups of pupils. They know them well and activities are planned to match each individuals' learning needs. They are treated as individuals and this results in pupils all having very equal opportunities for learning across the curriculum.
24. Provision for pupils with special educational needs is very good. Teachers know their pupils very well. Lessons are very well planned to meet their needs and pupils receive very good support from a trained learning support assistant who has a high level of expertise and experience.
25. The curriculum for children under five is effectively planned according to the Early Learning Goals and provides a good range of experiences that develop all aspects of their learning satisfactorily.
26. The provision for literacy is satisfactory, overall. The National Literacy Strategy has been implemented well at both key stages. The high quality planning in literacy and the number and quality of the support staff, especially in Key Stage 2, ensure that the learning objectives are met. Opportunities for pupils to develop their reading and research skills are good. The teaching of reading has been given a very high priority and pupils reach a very good standard. Speaking and

listening is not as strongly promoted and there are insufficient opportunities for pupils to develop their extended writing skills.

27. The National Numeracy Strategy is in its early stages of development. The range of learning experiences provided is satisfactory overall, but there are insufficient opportunities for pupils to develop the ability to recall facts quickly and make calculations in their head. The school has recognised this concern and staff are to take part in the local education authority intensive training for numeracy this year as the headteacher feels this would greatly enhance the provision.
28. There is a good range of extra-curricular provision. Clubs take place on a Wednesday evening and vary from term to term as pupils express their interests. Football coaching takes place at lunch times. All pupils and staff participate in the activities which are aimed at widening pupils interests and experiences, rather than directly enhancing their learning in lessons.
29. The school recognises the importance of personal, social and health education and pupils receive clear guidance on sex education, drug awareness and healthy eating as part of their personal, social and health education programme. Visits to places of local interest and visitors to the school enhance the curriculum. The residential experience for all of the pupils in Key Stage 2 is well planned and provides good opportunities for pupils' personal and social development.
30. Provision for spiritual development is satisfactory and has maintained since the previous inspection. The daily act of collective worship and religious education lessons contribute to pupils' spiritual development. All assemblies fulfil statutory requirements, very little pupil participation. There is minimal time for pupils to reflect on their own experiences and values. Religious education lessons provide opportunities for pupils to learn about Christianity, Judaism, Hinduism and Sikhism, but there is less focus on pupils developing an understanding of the impact of religion on people's lives.
31. The school provision for pupils' moral development is good. Relationships through the school are very good and pupils are expected to behave well. Problems are quickly sorted out by the staff and circle time held each Friday for the whole school is an effective way of discussing concerns and developing good moral attitudes. It is also a good opportunity to promote pupils social skills.
32. Provision for social development is good. The school's ethos is of a family caring for one another while working and playing together. All the adults are good role models for the pupils and the very good relationships through the school provide a supportive environment in which pupils can be developed. Interesting curriculum visits, for example, going to the Elizabethan Manor House for tea, make a good contribution to social development. Extra-curricular activities provide opportunities for pupils to work with different adults and peers and contribute to social development. All pupils are given opportunities to take responsibility and there is a large element of trust to which the pupils respond well. Pupils in Year 6 when they leave the school settle well into the large comprehensive school, illustrating that their confidence is developed well in this very small school. The school has maintained its good provision for moral and social development despite a very large increase in the school role since the previous inspection.
33. Provision for cultural development is also good and this is an improvement since the last inspection. The teachers are aware of the importance of promoting multi-cultural education in a small school with all white pupils, and their planning shows this is introduced effectively across the curriculum, for example in art, music and geography. Pupils are introduced to the traditions and celebrations of different people in their study of geography and religious education. Cornish culture is well promoted. Pupils have been on local television singing a song in Cornish; they visited the Newlyn Painters Museum when they were studying Cornish fishing villages. They participate in celebrations of the Cornish Saint at the local church.

34. The contribution of the community to pupils' learning is good and has a directly beneficial effect on pupils' learning. This is similar to the judgement in the previous inspection when this aspect was judged effective. The school is successfully meeting its aim to develop a positive place for itself in the community, as it states clearly in its Community Links Policy. For example, pupils attend the local church frequently for festivals and a police liaison officer visits the school regularly to talk about dangers in life. He also came in with a fireman and lollipop man as part of a jobs survey being conducted by the pupils. A local shop has recently sponsored a mural, which is being painted in the playground, a logo on T-shirts for the aerobathon held by the school to raise money for charity. On occasions, the Royal National Institute for the Blind make visits to talk to the children about sight impaired people and demonstrate some of their aids.
35. The school's links with other similar institutions are satisfactory. These links have a beneficial effect on pupils' learning and they compare well with judgements made at the previous inspection. The school is part of a small local schools cluster group and the head teacher also liaises well with other local head teachers and secondary schools. Via these links the school shares professional training and curriculum interests and the children enjoy competitive, inter school, sports events. Such arrangements also make for easy and caring transfer for the pupils who are going onto secondary education. There are also caring links via the school's early years teacher, with the local play and pre-school groups, before children come into the nursery school to ensure the children's easy transfer. The school finds that work experience students from the local secondary schools and, slightly less frequently, trainee teachers from a nearby university, are a great asset towards the children's education providing pupils with additional role models which is a great benefit in such a small school.

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

36. Overall, the school has good procedures for child protection and ensuring pupils' welfare and as a result pupil's learning benefits directly. Within this context the school has satisfactory arrangements for child protection issues. The head teacher is the named person and the school has written up a very detailed and clear policy. There is very good liaison with the local link service who make regular visits to the school and all staff are aware of whom to contact in an emergency. However, at present, no member of staff, including the head teacher, has ever received any specific training in child protection issues.
37. The school has good procedures for monitoring and improving attendance and this is portrayed in the very good figures already commented on. Such procedures have improved since the previous inspection when they were adjudged to be satisfactory. Very well maintained registers are kept for each class, which are regularly scrutinised by the headteacher and by the Educational Welfare Officer. All parents are made well aware of their responsibility to ensure pupils' regular attendance to school in the school prospectus.
38. The school's procedures for monitoring and promoting good behaviour are good and make a positive contribution to the good behaviour seen in school. From meetings with parents, it was clear that the majority of them fully support the teachers' efforts in this area of school life. The children have written and illustrated their own class and school rules and displayed them in classrooms. The school also has satisfactory procedures for monitoring and eliminating oppressive behaviour, but bullying is not a problem within the school. The school has separate and detailed Behaviour and Anti-Bullying policies and the school's statement emphasizes the development of self-esteem and acceptable behaviour. Good behaviour is rewarded with praise, privileges, points, stickers and award certificates. Sanctions for bad behaviour are effective and staff liase closely with parents.
39. Personal support and guidance for the pupils within the school is very good as it was at the previous inspection, and this is a strength of the school. The teachers know their pupils very well

and provide good support for them. Pupils with special educational needs are effectively identified and their progress is carefully monitored. Individual education plans are of a high quality; they contain specific measurable targets and a programme to achieve them. The targets are reviewed termly to ensure good progress.

40. Very good use is made of the outside professional help of the Educational Psychologist and the Reading and Language Service to support pupils' learning, and from such people as the School Nurse, Educational Welfare Officer, Road Safety Officer, local police and Area Health Service provide a wide range of other expertise which enhances pupils' learning and experience. The community police come into school annually and talk to the children about drugs, alcohol and solvent abuse as part of the school's personal, social and healthy education programme.
41. The school has very efficient accident recording and reporting procedures. Although there is no specific medical room sick pupils are sensitively cared for in the school office. All school staff are trained first-aiders and the school has a record of specific, individual child complaints, such as asthma. The head teacher is the named health and safety person for the school and she and the named governor have recently attended a training course. The school has a very detailed and efficient health and safety risk assessment.
42. The school has very good procedures for monitoring pupils' academic performance. All pupils are assessed within the first few weeks in school. This information is used well to plan appropriate learning opportunities for the youngest children. Pupils take the national curriculum attainment tests at the end of both key stages and the optional tests are used in Key Stage 2 to track individual progress. Pupils are set termly targets in reading, writing and mathematics and these are rigorously monitored. Pupils' reading is tested each term and certificates are sent to parents showing the gains in their child's reading age compared with the chronological age. There are good day-to-day assessment procedures, which measure pupils' achievements against the learning outcomes highlighted in the planning. This information is used to plan future lessons. Teachers evaluate the effectiveness of each lesson, which ensures steady improvement.

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

43. Parents think that this is a very good school and the school appreciates that it was, in a large part, their efforts that have kept it open since the previous inspection. Overall, the effectiveness of the school's links with its parents are good and compare well with the previous inspection.
44. The quality of information that the school supplies for its parents, particularly about their children's progress is very good and this is another strength of the school. Parents with pupils with special educational needs are kept well informed about their child's progress and are very well involved with their child's individual education plans. All parents receive regular newsletters, an updated prospectus and an annual Governors' report. The pupils' annual academic reports cover all subjects of the curriculum, are well individualized and very clearly and comprehensively written. Parents are very pleased with these reports and are particularly appreciative of the way that the staff discuss any subsequent, relevant achievements or problems. The school takes great pains to keep parents informed and involved in school life. Parents agree that they have easy and regular access to the teachers. Curriculum evenings have been held for the literacy and numeracy strategies, which have been very well attended by parents. For the younger children and their parents the school has arranged a 'Learning Together Group', which takes place, in the school, every Thursday afternoon and enables the children to familiarise themselves with the school.

45. The school has a very energetic and productive Home School Association. Over a period of time they have developed the school library and the car park, helped to buy computers and books and organize the school 'Home Corner'. The school is well aware and most appreciative of, the good help that its parents give, both, in school and at home. The school's three learning assistants and its current secretary were all originally volunteer helpers. At Christmas time and also in preparation for school plays many parents volunteer to make costumes and help run events. Others help with regular swimming trips, visits out of school and the annual school camp.

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

46. The headteacher provides very good leadership and manages the school well. She provides a clear direction for the future development of the school and is well supported by the other staff, the governing body and parents. Together they are moving the school forward at a good rate.
47. The school has greatly changed since the previous inspection. In many ways it is a different school as it was closed and then re-opened, and there is only one member of the previous staff still remaining. The population has considerably increased since the previous inspection and the quality of education improved. It is difficult to accurately compare the standards judged at the previous inspection with those currently achieved as the number of pupils was so small and the standards generally covered the full range. Overall, standards in English and mathematics have been maintained and in reading and in science they have been improved at both key stages. Standards of attainment have also improved in information and communications technology throughout the school. The key issues for improvement in the previous report have all been addressed and several aspects, such as the provision for pupils with special educational needs, the procedures for assessing pupils' attainment and the quality of support provided by the learning support assistants have all been turned into strengths of the school. The school is well placed to continue this improvement because of the commitment of the headteacher and staff, who consistently promote the school aims and the continuing development of the effectiveness of the school.
48. The headteacher is successful in delegating areas of responsibility to other members of staff, who carry them out effectively. In such a small school there are very few staff to share the areas of responsibility and all teachers have oversight of at least three subjects. Each area is being satisfactorily managed and the co-ordinators provide good support to other members of staff. The headteacher is the special educational needs co-ordinator. She maintains the register of children with special educational needs very effectively.
49. The headteacher is also the co-ordinator for English and mathematics. She provides good leadership and has effectively led and monitored the implementation of the National Literacy and Numeracy Strategies. Rigorous and regular monitoring has led to the effective sharing of good practice, which is having a positive impact on the quality of teaching provided. Weaknesses in the provision have been effectively identified and are prioritised as areas for development in the school improvement plan. The headteacher's monitoring has also focused very effectively on the analysis of test results over the last few years so that not only areas of weakness identified, but also appropriate targets are set to ensure steady progress. With a frequently changing school community, the nature and number of the pupils in each year group makes nonsense of school targets for English and mathematics, and so the school carefully tracks the attainment of individual pupils to ensure that progress is being made. The school makes good use of the information and communications technology available to support them in their analysis and in the preparation of curriculum plans as well as in teaching across the curriculum.
50. The school benefits from a well informed and committed governing body. Many regularly work in the school and visit to monitor new strategies and developments. They have a good understanding of the school's strengths and weaknesses and are beginning to develop procedures for evaluating its effectiveness and the impact of their spending decisions on the quality of education provided.

51. The school finances are well administered and the school's priorities for development are effectively supported through the allocation of funds. The use of the large carry forward accrued over the last few years has been clearly prioritised and the headteacher has had the good opportunity of being released from a class responsibility to work with teachers in implementing the literacy and numeracy strategies, and developing staff expertise. Specific grants are spent efficiently to provide good learning opportunities for these pupils. The careful setting of appropriate targets and the rigorous monitoring of these ensure the pupils make good progress.
52. Overall, the adequacy of staffing, accommodation and learning resources in the school is good and compares well with judgements made at the previous inspection.
53. The school has very good procedures for supporting staff professional development and are justly proud of its recently acquired 'Investors in People Award'. There are very good procedures for the induction of new staff to the school and very effective provision for training. These are both strengths of the school and are particularly noticeable in the case of all ancillary staff. The previous inspection made it a key issue that the school required to provide professional development for support staff and this has clearly been complied with. The school's strategy for appraisal is also very good and the school is well prepared for the introduction of performance management.
54. Although very old, the school's accommodation is well maintained and is a cheerful place in which to work, learn and play. The recent addition of a school library, computer room, toilets, staff room and head teacher's office has considerably helped the efficiency of the school. The two playgrounds and field are safe areas and well looked after. However, the school still does not possess a hall in the school building. This necessitates the children to walk down a steep set of steps and negotiating several yards of road to go to the canteen for lunch, drama sessions and music classes. This hall is not suitable for gymnastics, which results in this aspect of physical education being under-developed. Overall the accommodation is satisfactory and used well to support pupils' learning.
55. The learning resources are now satisfactory and have improved overall. Resources for history, geography and religious education are now satisfactory as the weakness in these areas was a key issue at the previous inspection. The school's ratio of books to pupils and the range of books are very good and are used effectively to promote pupils' skills of reading and research. The outside environment and resources for under fives are good. The school has a very attractive, mural along one wall, which will eventually contain self-portraits of all of the pupils currently present at the school. The school also makes good use of the outside environment, such as the village stream, woodlands, footpaths, moors and village structures to enhance pupils' learning in many subjects.
56. Overall, pupils have been making mostly satisfactory progress in their learning in English and mathematics. In reading, science and information and communications technology, pupils' progress is good. The quality of leadership is very good and the staff's commitment to improvement is high. Consequently, taking these factors into consideration and the strong family ethos of the school, which promotes pupils' self assurance and good personal development, the school is judged as providing good value for money.

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

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

### **Raise standards in the quality of pupils' writing by;**

- Ensuring sufficient time is given to the teaching of the skills of writing;

- Raising teachers’ expectations of the quantity and quality of pupils’ written work across the curriculum;
- Developing a structured introduction to the teaching of handwriting so that pupils develop a good style.  
(see paragraph 3,14-20, 67-75)

**Raise pupils’ standards in mathematics by;**

- Improving teachers’ knowledge and expertise in teaching all aspects of the National Numeracy Strategy, especially in mental mathematics and problem solving;
- Ensuring higher attaining pupils are effectively supported and challenged to make good progress.  
(see paragraph 4, 19, 76-84)

**Raise teachers’ expectations of the need to encourage pupils to produce their best work, which is neatly presented.**

(see paragraph 71, 73, 86, 100)

**Pursue all avenues to address the lack of accommodation for gymnastics.**

(see paragraph 54, 121 )

**PART C: SCHOOL DATA AND INDICATORS**

*Summary of the sources of evidence for the inspection*

Number of lessons observed

16
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Number of discussions with staff, governors, other adults and pupils

10
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*Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
-	13	25	63	-	-	-

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

### **Information about the school's pupils**

<b>Pupils on the school's roll</b>	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	29
Number of full-time pupils eligible for free school meals	0
<b>Special educational needs</b>	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	0
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	0
<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	5

### **Attendance**

#### **Authorised absence**

	%
School data	2.7
National comparative data	5.4

#### **Unauthorised absence**

	%
School data	0.3
National comparative data	0.5

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	-
Black – African heritage	-

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

	Fixed period	Permanent
Black – Caribbean heritage	-	-
Black – African heritage	-	-

Black – other	-
Indian	-
Pakistani	-
Bangladeshi	-
Chinese	-
White	29
Any other minority ethnic group	-

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

### ***Teachers and classes***

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

Total number of qualified teachers (FTE)	3
Number of pupils per qualified teacher	9.6
Average class size	14

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

Total number of education support staff	0
Total aggregate hours worked per week	0

*FTE means full-time equivalent.*

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

#### **Questionnaire return rate**

Black – other	-	-
Indian	-	-
Pakistani	-	-
Bangladeshi	-	-
Chinese	-	-
White	-	-
Other minority ethnic groups		-

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

### ***Financial information***

Financial year	99/2000
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	£
Total income	108614
Total expenditure	102431
Expenditure per pupil	3104
Balance brought forward from previous year	18170
Balance carried forward to next year	24353

Number of questionnaires sent out	32
Number of questionnaires returned	13

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	85	8	7	0	0
My child is making good progress in school.	85	15	0	0	0
Behaviour in the school is good.	69	23	8	0	0
My child gets the right amount of work to do at home.	62	31	7	0	0
The teaching is good.	85	15	0	0	0
I am kept well informed about how my child is getting on.	77	23	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	77	15	0	8	0
The school expects my child to work hard and achieve his or her best.	77	23	0	0	0
The school works closely with parents.	69	23	0	8	0
The school is well led and managed.	62	31	0	7	0
The school is helping my child become mature and responsible.	77	15	8	0	0
The school provides an interesting range of activities outside lessons.	85	0	0	8	0

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

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

57. Children who are under five are taught by an experienced learning support assistant who has a high level of expertise. She works closely with the class teacher and works alongside the pupils in Key Stage 1. The expertise of the learning support assistant has been gained through very well targeted professional development. At the time of the inspection there were no children under five, and only one in the foundation stage. This child was working confidently within Key Stage 1 of the National Curriculum. Thus judgements about the provision for pupils in the foundation stage are made from looking at the planning, talking with the teacher responsible for this age group, the resources and the work of the nine children who were in the foundation stage last year.
58. There has been a great improvement in the provision for these youngest children since the previous inspection. The quality of support provided by the classroom assistant, in the class at the time of the last report, was identified as variable and having a negative impact of the children's attainment and progress. Support provided now is good.
59. Baseline assessment and children's work indicates that teaching for these children is good. Most of them started school in line for most areas of learning and just above in their early language and literacy skills, the standard expected for four-year olds and all achieved the Early Learning Goals and are working confidently within Key Stage 1.
60. The planning of the teacher and learning support assistant is good. It matches the Early Learning Goals and is based on the results of baseline assessment.

#### **Personal and social development**

61. Pupils settle in well into class and school routines. They relate well with all adults and co-operate well with each other. The teacher and support assistant work well together to develop the children's attitudes to work, independence and confidence.

#### **Language and literacy**

62. The pupils in the foundation stage have a suitably adapted literacy hour and achieve standards in line with those expected by children of five. The quality of teaching of reading is good and many opportunities are provided to ensure children make good progress. They are developing early reading skills, beginning to associate the sounds of letters to the symbols and are acquiring a basic sight vocabulary. They are beginning to form letters correctly and most children can write their name unaided.

#### **Mathematical development**

63. Mathematical teaching is satisfactory and takes account of the National Numeracy Strategy and is planned according to the Early Learning Goals and as a result the children achieve standards in line with those expected. They count objects, add one more, make sets of 5 and handle 1p 2p and 5p coins. They are developing a good understanding of number vocabulary, big, small, long, short, heavy, light etc. and can recognise and name the most common shapes. Most children can write their numbers correctly.

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

64. Last year's work suggests that children achieve the standards expected for five-year olds. The teacher provides an appropriate range of opportunities and satisfactory teaching ensures children develop an enquiring attitude. They take part in outings, for example to a farm and participate in river dipping. Children draw simple routes of their walk around the school; they record in picture form a listening walk, for example, bees, dog barking, footsteps, and twig cracking. They know

how various people help us, for example, crossing patrolman, postman and policeman. They enjoy using the computer and are gaining simple skills of word processing and control of the mouse.

### **Creative development**

65. The quality of teaching is satisfactory and children achieve standards in line with national expectations. They have opportunities to explore a variety of techniques, for example, painting with their fingers and sponges. They experiment with wax resist and use a wide variety of materials for collage work. They have opportunities to sing and play percussion instruments, for example, performing, "We're Going on a Bear Hunt".

### **Physical development**

66. The school has a secure play area for the children in the foundation stage and they have daily opportunities to run, jump and balance, to use the selection of ride on toys and to play with sand and water. Adults support children well and provide a satisfactory range of experiences to develop their physical dexterity.

## **ENGLISH**

67. The results of the national attainment tests in 1999 indicate that at the end of both key stages standards in reading are above the national average, while standards in writing are below. The high reading standards have been maintained this year, but writing remains the weakest element in English. Inspection evidence, and the results of monitoring by the school, confirms the test results and writing has been targeted as a priority in the school development plan for this year.
68. Pupils' speaking and listening skills are in line with those expected at the end of both key stages. Pupils in Key Stage 1 listen attentively when the teacher introduces new work or explains a task and answer questions enthusiastically, but they do not always explain their ideas or recount their experiences clearly and coherently. At Key Stage 2, pupils listen to instructions and answer questions thoughtfully. In the Literacy Hour they participate in plenary sessions, but their contributions often lack clarity and the use of interesting vocabulary.
69. At the end of Key Stage 1, reading is well above the national average. The cohort is very small and over half read very confidently at the level expected for eight-year-olds. Testing indicates that at the end of Key Stage 1 all pupils have a reading age well above their chronological age. Pupils make a good start in their first year in school. Most pupils start Key Stage 1 able to read a simple repetitive text and use a variety of reading strategies. At the end of Key Stage 1 pupils read fluently, with expression, understanding and enjoyment. Pupils read to an adult in school every day and to parents in the evening. Achievement in reading is good due to the high priority this subject is given, the good quality interesting books and the way the subject is managed. Achievement in writing, including handwriting, is well below reading and reflects a less rigorous approach to the subject and the insufficient time allowed for these skills to be developed. Consideration should be given to introducing joined script much earlier so that in the Spring term in Year 2 pupils are not trying to concentrate on letter formation, grammar, punctuation and spelling.
70. At the end of Key Stage 2, reading is above the national average and the pupils' good standard in reading allows them to use the Internet effectively and to undertake independent research in many areas of the curriculum for example, science, history, and geography. Pupils read very regularly in school and at home. They enjoy reading and willingly talk about books they have read. All pupils in Key Stage 2, apart from those on the register for special educational needs, have a reading age above their chronological age.
71. At Key Stage 2 pupils' achievement in writing is satisfactory, as shown by test results, but the day-to-day work reflects a lower standard. Many pupils do not produce the quality and quantity of work expected for an average or above average pupil. Spelling is taught and tested well. Pupils

learn their spellings; most of them get good marks in the weekly test. Attainment in writing is below the national average at the end of both key stages and writing has been targeted for improvement this year. Pupils receive some good teaching in guided writing during the literacy hour, but many pupils do not apply themselves sufficiently to finish the task to an appropriate standard. Handwriting is poor and many pupils at the end of Key Stage 1 do not form their letters correctly, leave spaces between words or form letters of a uniform size. There needs to be frequent systematic teaching of handwriting, rather than pupils practising handwriting. At the end of Key Stage 2, many pupils are not writing with a pen or using a fluent script. Presentation generally throughout the school is an area in need of improvement. Teachers do not sufficiently stress the standards that are required and pupils consequently are not clear what is expected of them.

72. Teaching is satisfactory overall, with some very good teaching observed in literacy in Key Stage 2. The strengths of the teaching are the high quality detailed planning, which identifies clear learning objectives for each year group. Work is very well matched to pupils' prior learning. This enables them to make steady progress. The other important factor is the very good use of the learning support assistants who have a high level of expertise and experience, and together with the class teacher, provide an effective learning environment. Learning support assistants very effectively support pupils with special educational needs and they make good progress overall and especially in reading. The support assistants are fully involved in planning the lessons and making the resources, and they keep the teacher well informed of individual pupils' progress through the lesson.. Effective extra support is given in Key Stage 2 on phonics on a daily basis to those pupils who have gaps in their knowledge. This tends to be pupils who have transferred from other schools.
73. The weakness in the teaching is due to teachers' lack of rigor in their expectations of pupils written work and so pupils do not achieve the higher standards of which many of them are capable. Teachers know their pupils very well, create a very caring atmosphere, but do not confront pupils with the fact that they are not making sufficient effort. The quality of day-to-day assessment of pupils' attainment is good, especially in reading. The data is used well to track pupils' progress and set new targets for learning which is having a beneficial impact on pupils own knowledge of the strengths and weaknesses of their work and progress.
74. In the main, pupils show satisfactory attitudes to English. They listen well when the teacher introduces new texts and tasks, but do not work with sustained concentration and nor take a pride in their work.
75. The subject is very well led. The headteacher effectively monitors the standards of teaching and learning and consequently standards of pupils' work is improving. A great deal of money has been invested in books and other resources, which are used well to enhance pupils' learning experiences. The parents are kept informed on the progress their children are making, for example, termly certificates showing the progress made in reading, which the parents appreciate. Pupils writing and reading targets are also shared with parents.

## **MATHEMATICS**

76. Pupils are not achieving as well in mathematics as they are in either English overall or in science. In the 1999 National Curriculum tests a good proportion of pupils attained the expected standards at both key stages, but no pupils attained the higher standards of Level 3 at the end of Key Stage 1, or Level 5 at the end of Key Stage 2. Although a little better this year, the results were similar. The potentially higher attaining pupils are not achieving the standards of which they are capable. Standards are similar to those judged at the previous inspection However, they have started to improve. Pupils in Year 5 are already well on their way to achieving the expected standard for pupils in Year 6.

77. Pupils enter Key Stage 1 with standards in line with those expected. They make satisfactory progress in Key Stage 1 and build steadily on this satisfactory standard, acquiring an appropriate range of knowledge and skills. Pupils in Year 2 read, write and count numbers up to 100 and are developing an increasing recognition and understanding of the pattern in numbers that together make 20. They understand the process of simple addition and subtraction, count accurately in twos and understand the differences between odd and even numbers. They are developing the skill of doubling and halving, but this is still in its early stages. Pupils recognise most simple two-dimensional shapes, but are not as yet secure in recognising and naming three-dimensional shapes. Most pupils tell the time accurately using a digital clock and recognise the times of o'clock and half-past, using an analogue clock.
78. Although early in the term most pupils in Year 6 are on line to attain the expected standard by the time they leave school. They satisfactorily use their knowledge of the four rules of number, with their understanding of money values and comparative weights, to solve problems. By the end of the key stage they collect information, which they record in tables and present as simple block and line graphs. Pupils recognise and name different types of triangle and they have a satisfactory understanding of how to calculate the perimeter and area of rectangles. They lack the opportunity, however, to develop the quick mental agility that comes from secure understanding of the links between numbers that support accurate calculations and problem solving.
79. The quality of teaching is satisfactory overall. Lessons are well planned and satisfactorily resourced. Teachers, with the good support of learning support assistants, are effective at providing appropriate activities for the wide range of ages and abilities in the class. All pupils are provided with work that builds on their previous understanding, which enables them to make steady progress in their learning. Teachers provide very good support and reassurance for those who are unsure, but they need to ensure that those who have understood are further extended and their new knowledge is consolidated. Most pupils work steadily in the lessons and participate satisfactorily in the question and answer sessions. They settle to their individual tasks and work with satisfactory levels of concentration and perseverance. However in Key Stage 2, several pupils do not complete sufficient work and the teacher is sometimes too ready to accept work of an unsatisfactory standard.
80. Teachers have a satisfactory understanding of the National Numeracy Strategy and have made an effective start to its implementation in the school. There are, however, weaknesses at both key stages in developing the initial warm-up session of the lesson, which should be aimed at enabling all pupils to practise their skills of mental calculation and provide them with opportunities to consolidate their knowledge. This mental mathematics session is not always provided, and when it is, the session is not sufficiently challenging all pupils so they make good progress in calculating answers quickly. There are insufficient opportunities for pupils to investigate numbers and shapes so as to develop their own strategies of problem solving, and to develop a greater awareness of the patterns in mathematics. Information and communications technology has begun to be used and further developed in mathematics, but this is in its early stages. Pupils' skills in data handling needs further development in both mathematics and information and communications technology.
81. Pupils' work is effectively monitored and the teachers have good knowledge of the pupils' attainment and progress. They successfully adapt their lesson planning to match the learning needs of the pupils and provide additional opportunities for those who need to revisit aspects of their learning. Pupils' progress is monitor effectively by the headteacher and targets are set for their future development. The under achievement of higher attaining pupils has been recognised by the school and the more able pupils in Year 6 are now regularly taught by the headteacher to support them in making appropriate progress.
82. The headteacher, who is also the co-ordinator for mathematics, monitors the quality of teaching through the school and has identified that mathematics is an area that needs development if

standards are to rise. The school is consequently taking part in the local education authority's initiative to provide extensive support for schools in developing their numeracy teaching. The headteacher's input, and the work of the staff, has started to have an impact on standards and from the results of the optional tests taken in Years 3, 4 and 5 it can be seen that pupils' achievement is improving. Pupils in Year 5 are already well on their way to achieving the expected standard for pupils in Year 6.

## SCIENCE

83. Standards of attainment at Key Stage 1 are similar to those expected and pupils make steady progress in acquiring the knowledge and skills required through the key stage. At Key Stage 2 pupils often make good progress in their learning, especially in the skills of scientific investigation and enquiry and most pupils attain standards that are at least in line with those expected and many higher. At the end of Key Stage 2 standards are often good and above those expected. These standards are similar to those judged in the previous report, and at Key Stage 2 they are an improvement.
84. Pupils in Key Stage 1 are developing a secure understanding of how the senses provide information about the world around them. They understand that different parts of their body is responsible for the different senses, and they record their findings satisfactorily. Pupils in Year 1 used mostly drawings, whilst pupils in Year 2 made simple written notes to remind them of their ideas, such as the identity of the foods they tasted and smelt. Their observational skills are satisfactory and by Year 2, several pupils are beginning to show good detail in their diagrams.
85. At Key Stage 2, pupils' observational skills are effectively developed and their ability to research for information is good. By the age of 11, pupils effectively use books and information and communications technology to support their learning. For example, pupils in Year 6 used the Internet to successfully research the properties of bacteria and the discoveries of Pasteur and Jenner. Younger pupils in the Key Stage 2 class observed closely a selection of bones. They used magnifying glasses and research for information satisfactorily. Most work steadily and with good productivity, but a few lack concentration and perseverance. They used a good range of books to find out about what bones are made of, and what elements in our diet provide strong bones. Similarly, with the help of the support assistant pupils in Year 3 have a secure knowledge of the different types of teeth and their different functions in eating. Older pupils have developed this knowledge and recognise that animals' teeth are suited to what they eat.
86. The quality of teaching is generally satisfactory and often good and this enables pupils to make good progress in their learning. Pupils show good interest in science and enjoy learning for themselves. They support each other effectively sharing ideas and knowledge. In both classes teachers are skilled at providing experiences that motivate the pupils to learn and give them support, so they are successful in their enquiries. At Key Stage 2 in particular, the teacher asks probing questions to stimulate pupils' ideas and challenge their thinking, so that they further develop their understanding. A group of pupils in Year 5 were required to use their knowledge of muscles to build a simple moving model to show how they work, using card, split pins and elastic bands. She gave clues to get them started, but the expectation was for them to put their knowledge into action and to find their own way. In both classes the skilled teaching of the learning support assistants working with the class teachers enables pupils of all ages and abilities in the class to make steady progress. However, pupils' written work is often untidy and lacks care. Many pupils lack pride in their presentation of diagrams and illustrations and teachers do not sufficiently ensure pupils are aware of the need to produce their best work.
87. The curriculum is appropriately broad with a good emphasis on developing pupils' skills of investigation and enquiry. Teachers effectively use and further develop pupils' literacy skills in the recording of their investigations, and they make an appropriate focus on introducing scientific

vocabulary and correct terminology. Pupils' numeracy skills are satisfactorily used in making measurements and timing experiments, and occasionally findings are recorded in graphic form, but this is fairly unusual. Information and communications technology is used well to support pupils' learning both in research and recording. For example, pupils in Year 1 and Year 2 used word processing to record the results of their investigation showing how hot toast melts butter quicker than warm toast. Teachers assess pupils' attainment satisfactorily and monitor their progress effectively using a range of strategies including the optional tests.

88. The subject is satisfactorily led and the co-ordinator works well with colleagues to provide support and guidance when necessary in order to maintain the quality of education provided. No direct monitoring of the quality of teaching and learning has been carried out so far, because of the focus on literacy and numeracy, but it is planned to start this term. The range and quality of resources are satisfactory and the school effectively uses the school grounds and the local area to enhance pupils' learning in science.

## **ART**

89. Although it was only possible to observe one lesson in art during the inspection, it is clear from the displays around the school that the standard is art is satisfactory at the end of both key stages.
90. Pupils in Key Stage 1 develop skills in mixing colours and in using a variety of tools to develop texture in painting. Pupils looked carefully at a self-portrait of Van Gogh to develop their own observational skills in preparation for painting their own portraits. Work on display indicates that they are presented with a range of opportunities to develop visual awareness, for example, painting beach umbrellas in the style of Noel Coward's picture of *The Two Nuns*. They experience observational painting of fruit and make collages from a variety of materials.
91. Key Stage 2 pupils produced some good quality portraits of famous Tudor characters, such as Henry VIII, Anne Bolyn, and Catherine of Aragon after looking at the work of Holbein. Following a study of landscape pictures by Constable, pupils painted effective seascape pictures. Art is well linked to other curriculum areas, for example, history, information and communications technology and geography. This term pupils are drawing features of building from close observation and their pictures of various parts of the school show they are developing sound skills in line and tone. Art makes a positive contribution to pupils' cultural development. Planning shows that later on this term they will work with textiles and learn about Indian art.
92. In the one lesson observed in Key Stage 1 the quality of teaching was satisfactory. The lesson was planned well with clear objectives for pupils' learning. Pupils were given the opportunity to look carefully at a selection of portraits and to identify parts that looked rough, shiny or smooth. Pupils are given appropriate opportunities to create different textures using a variety of tools. Sound teaching ensures that pupils enjoy art lessons and they work purposefully. Teachers effectively introduce pupils to using computer programmes to design and print pictures, which promotes their knowledge and skills in art and information and communications technology.

## **DESIGN AND TECHNOLOGY**

93. Only one lesson took place during the inspection, which was in Key Stage 1, and there was only limited evidence available of pupils' work in both Key Stage 1 and 2. It is therefore not possible to make secure judgements on the standards achieved by the time pupils leave the school at 11. However, from the scrutiny of teachers' planning, draft designs and photos of pupils' completed models and artefacts it can be seen that the curriculum for design and technology is appropriately broad and gives pupils opportunities for developing the expected range of knowledge and skills. Opportunities for pupils to design, make and evaluate their own work are made appropriately using

a satisfactory range of malleable and rigid materials. Effective opportunities are made to develop specific making skills and to study commercially made products to assess their suitability for purpose. Teachers also make effective links between other subjects such as science and mathematics to promote pupils learning. For example, pupils in Key Stage 1 are to make a lighthouse using their knowledge of simple circuits to make the lamp light. In Key Stage 2, pupils are studying healthy eating in science and designing their own yoghurt flavouring and packaging in design and technology. Pupils in Key Stage 2 further developed their accuracy in measurement when making objects such as their greenhouses.

94. At the end of Key Stage 1, pupils make appropriate choices of materials they wish to use in their designs. They give sensible reasons for their choices and are satisfactorily developing the skills required to make their artefacts. For example, when designing a fruit kebab, pupils in both Year 1 and Year 2 recognised that the different textures and density of various fruits would affect their usefulness in making a kebab. Pupils' cutting skills using knives and scissors are developing satisfactorily.
95. The quality of teaching is satisfactory at both key stages. Activities are well planned and develop the pupils' interest and motivation to learn, but at Key Stage 1 there is insufficient expectation for pupils' in Year 2 to exhibit a higher standard than those in Year 1 in terms of recording their ideas. At Key Stage 2, pupils' designs showed satisfactory development. Plans appropriately include pupils' individual choices of materials and simple annotation to show their design ideas. Older pupils provide greater detail by including measurements and simple drawings of their designs from different views, but the standard of the few designs seen did not sufficiently meet those expected from pupils in Year 6. No finished artefacts were available to be judged in Key Stage 2. Overall, from the limited range of evidence available, standards are similar to those judged at the previous inspection.

## **GEOGRAPHY**

96. Standards in geography, by the end of both key stages are in line with the nationally expected levels for pupils of that age. Standards have been satisfactorily maintained. The lack of resources identified in the last inspection no longer applies. There are sufficient good quality resources to teach geography effectively.
97. Scrutiny of work shows that pupils in Key Stage 1 successfully study their immediate environment, for example the school, the grounds and their local area to develop their early geographical skills. They produce a simple group map showing the main characteristics of the village. This term their ability to identify similarities and differences of two contrasting localities is being developed by studying Tocuaro in Mexico. These skills are further developed at Key Stage 2 when pupils studied their own village and compared it to Cornish fishing villages. Scrutiny of work shows that pupils at Key Stage 2 are appropriately developing their knowledge of rivers by studying the course of a river from the source to the mouth, identifying the important characteristics. They name and locate the great rivers of the world, for example, Amazon, Congo, Danube, Mississippi and Nile.
98. During the inspection, one geography lesson was seen in each key stage. At Key Stage 1, the contrasting locality was introduced and pupils successfully sorted pictures into scenery, buildings and clothes. They make relevant comments about the pictures comparing and contrasting them with their own environment. Information and communications technology is well integrated into the teaching of this subject. In this lesson pupils used a CD-ROM to locate Mexico and to answer questions, such as "How far away is it?" "How would you get there?" All pupils had the opportunity to find Mexico on the globe. In the plenary session of the lesson, pupils suggested what they would like to find out about Mexico, and this will form the basis of future lessons.

99. In the lesson at Key Stage 2, pupils used maps competently and are beginning to understand co-ordinates. Pupils discussed the features of their locality and suggested ways in which the area might be improved. The oldest pupils used text and the Internet to find out about Cornish wind farms and to consider the advantages and disadvantages of one being built on a beauty spot near the school.
100. The quality of teaching is satisfactory with good features in both key stages. In both lessons information and communications technology was used effectively to support pupils' learning. Both lessons made a positive contribution to pupils' cultural development and they were given opportunities to develop geographical skills as well as gain new knowledge. The high quality non-teaching support was used effectively to develop pupils' knowledge and understanding, and ensure their effective attention and perseverance. Weaknesses in the quality of teaching observed were due to the lack of rigour in the expectations of the standard of written work at both key stages, consequently pupils' writing skills are not sufficiently promoted in this area of study.
101. Pupils show positive attitudes to geography in both key stages. They listen attentively as the teacher introduces the lesson, participate in discussion well but do not settle to written tasks with enthusiasm and concentration. Visits to places of interest are a feature of the learning in history and geography and they enhance the curriculum and motivate the pupils.

## **HISTORY**

102. No history was being taught during the inspection and so judgements are derived from looking at teachers' planning and at pupils' work in folders and on display, and discussing it with the pupils. At the end of Key Stage 1 pupils successfully identify the changes that have taken place in the home since Victorian times, but there is no evidence of learning about famous Victorian people.
103. Standards have been improved since the previous inspection when it was judged that there were weaknesses in the learning of the older pupils. During the current inspection, pupils at Key Stage 2 have developed a satisfactory body of knowledge about Ancient Egypt and life in Tudor times. They know some facts about famous Tudors and some of the important events of that time. Art and information and communications technology are well linked to history and pupils enjoy learning about history. The older pupils are given opportunities to carry out independent research.
104. Indications from the planning and pupils work suggest that the quality of teaching is satisfactory. Places of local interest are used effectively to promote pupils' interest and improve their understanding of how things have changed over time. History and geography are satisfactorily managed and there are now satisfactory resources for teaching history. This is an improvement since the last inspection when lack of resources was identified as having a negative impact on teaching and learning.

## **INFORMATION TECHNOLOGY**

105. The provision for information and communications technology has greatly improved since the previous inspection and consequently pupils' standards of attainment have equally improved. There is now a satisfactorily equipped computer suite, which is easily accessible from both classrooms, and pupils have good opportunities to develop their knowledge and skills on a daily basis. Teachers make effective opportunities to incorporate the use of information and communications technology into most lessons, which has a beneficial impact on both pupils' confidence and skills. Pupils are well on line to achieve the standards of attainment expected at

the end both key stages, in most aspects of the information and communications technology curriculum.

106. At Key Stage 1, pupils have regular opportunities to use word processing packages to communicate their ideas and also to develop their literacy skills. For example pupils in Years 1 and 2 used the computer to record their understanding of a recipe used in the literacy lesson. They confidently typed in the words they needed using capital letters appropriately, deleting mistakes when required and spacing their answers down the page with the use of the enter key. They have also used their skills to record findings in a science experiment. They have experience of a variety of software and have explored the effect of making designs using symmetry in an art program. They have collected data about themselves, which was presented successfully in tables and graphs.
107. Pupils' word processing skills are satisfactorily developed through Key Stage 2 Pupils throughout the key stage are developing a sound understanding of how text can be change to suit its purpose, and pupils in Years 3, 4 and 5 have written poems using a variety of colours, styles and size of text to match the theme of mystery and ghosts. By Year 6, pupils have developed a good understanding of the various functions available in the word processing package and are able to block in text to underline, move, improve and change font according to the audience and requirements of the text. This was well demonstrated by two pupils in Year 6, who developed a questionnaire as part of their literacy lesson, ready for use with the OFSTED inspectors. They showed good understanding of the need for a professional presentation as the questionnaire and the answers given were to be part of the school newsletter. Opportunities are provided for pupils to merge text, photographs and graphics effectively in their work. They have not as yet developed the skills of developing multi-media presentations.
108. Pupils in Key Stage 2 are developing the early skills of using the Internet to find information so that by Year 6, pupils select an appropriate "search engine" and confidently follow a variety of lines of enquiry to find the information they require. This was effectively carried out in their study of wind farms in geography, and in researching the properties of bacteria and the discoveries of Pasteur and Jenner in science. The school is waiting for additional software to further develop pupils' experiences and knowledge of spreadsheets and LOGO and in these aspects pupils at Key Stage 2 are below the standard expected, but are on line to attain the appropriate skills and knowledge by the end of the year.
109. Pupils enjoy using computers, which is having a very positive impact on their progress and achievements. Many choose to participate in the computer club after school. In lessons, pupils support each other well: older and more experienced pupils often helping those who are unsure. They work well as individuals and in pairs to complete their tasks. Teachers use the pupils' enthusiasm well to promote their learning in many other subjects. Pupils are given good opportunities to explore and consolidate new ideas and knowledge.
110. The quality of teaching is satisfactory overall. Teachers have at least satisfactory subject knowledge. Several have good expertise, which is shared between the staff so new skills are demonstrated to pupils effectively. The teachers' use and management of pupils' learning in the new suite is still developing. The work of small groups and individuals in well planned and used successfully to promote learning, but the one lesson observed during the inspection, although satisfactory overall, lacked opportunities for all pupils to take part. The difficulty was recognised by the teacher who introduced alternative strategies, which had greater success. The good emphasis placed on the further development of information and communications technology and the improving quality and quantity of resources is enabling standards to improve at a good rate.
111. Pupils' progress in attaining the planned knowledge and skills is systematically assessed and teachers' planning is adapted satisfactorily to meet pupils' learning needs to ensure steady

progress. Their attainment is clearly recorded and pupils' success are shared with them so they are fully aware of their own progress.

112. The co-ordinator has been effective in supporting other staff so that it is an area of the curriculum that is developing quickly. Parents and governors are also quick to offer their support, which enhances pupils' experiences.

## MUSIC

113. It is still very early in the year, but pupils are on line to achieve standards that are expected for their age and similar to those judged at the previous inspection. By the time they are 11, pupils have a satisfactory knowledge of controlling sounds through singing and the use of untuned musical instruments. They sing in a pleasant tone and recognise the different elements of the songs such as chorus, refrain and verse. Many are beginning to recognise the different rhythms and beats to the bar. They use instruments correctly and develop their own music to produce a mood or illustrate an event, which they practise, improve and perform satisfactorily. Pupils in the Key Stage 2 class, for example, developed their expression of the different seasons after listening to "Spring" from Vivaldi's Four Seasons.
114. At Key Stage 1, pupils are beginning to recognise different phrasing and lengths of sounds incorporated in songs and melodies. They quickly learn new songs and sing them with enjoyment. Pupils of all ages are eager to use the microphone to sing a short solo in the question and answer song of "Welcome everybody, how are you?" which is used as a quick warm up to the lessons. Pupils in both classes, show satisfactory interest in their learning, but the cold floor of the dining hall is not conducive to sitting still, and several of the youngest pupils find difficulty in concentrating effectively. Older pupils listen to the music with satisfactory levels of attention, but only a small proportion are prepared to share their ideas and response to its mood and atmosphere. When working in their groups to develop their own music, pupils in Key Stage 2 are mostly well involved and enthusiastic. Their performances showed appropriate levels of concentration and the use of effective co-operative skills.
115. The quality of teaching is satisfactory, overall, which enables pupils to make steady progress in developing the appropriate knowledge and skills. Since the previous inspection the school has appointed a classroom assistant who has good musical expertise. Teachers' subject knowledge is sound and the quality of learning is improved by the effective use of the support assistant who leads parts of the lessons. She plays the guitar and keyboard to accompany the pupils' singing, and gives examples of music to develop their listening skills. This partnership enables the pupils to experience a suitably wide range of learning opportunities. Teachers are effective in using pupils' own interests to stimulate learning, such as the use of examples of their own favourite music in the exploration of different styles and cultures. Teachers do not always have sufficiently high expectations of the quality of pupils' performance nor encourage them to higher standards.
116. The subject has been successfully developed since the previous inspection and the new learning assistant has enabled the school to provide an appropriate range of musical experiences. Resources are satisfactory and support pupils' developing awareness of the music of other cultures.

## PHYSICAL EDUCATION

117. No lessons in physical education took place during the inspection so it is not possible to make judgements on the quality of teaching or the standards that pupils make in most aspects of their learning. Physical education was judged as satisfactory at the previous inspection and the provision for pupils' learning in most aspects has been effectively maintained.

118. From the teachers' planning it can be seen that the curriculum for physical education is broad, except in the provision for gymnastics, which rarely takes place due the schools lack of an appropriate accommodation and apparatus. The only room available for the teaching of gymnastics is the school canteen, which is too small for safety and so the staff makes every effort to address the balance by using the playground when possible. To compensate for this lack of opportunity the school makes good provision for the teaching of swimming, and in this area of their learning the pupils make at least good progress. By the time they leave school at 11 all pupils can swim well over the expected 25 metres, many achieve a distance certificate of half a mile, and the most able attain a mile or more. Some gain their bronze, silver and gold personal survival badges.
119. At both key stages, there are many opportunities for pupils to develop their games expertise through focused teaching of specific skills, such as ball control, throwing and catching, which are developed in the teaching of netball, rugby and tennis. Pupils' creativity is promoted through lessons of dance and drama at both key stages and during the summer athletics activities such as running and long jump are taught. All pupils are encouraged to take part in the annual school sports.
120. Pupils enjoy physical education. This was evident from the daily football game held at lunchtime involving most of the boys and several of the girls in Key Stage 2. They were delighted when the headteacher became their coach and took the opportunity to develop their skills.
121. The resources for physical education are satisfactory overall, except for the provision of gymnastics. The school makes efforts to ensure that the pupils are not disadvantaged by the limitations of accommodation and effective use is made of the extensive hard playground space and the school field. The school benefits from its links with other schools in the area, who share bags of equipment provided as part of the "Top Sport" initiative, along with the provision of appropriate training for staff.

## **RELIGIOUS EDUCATION**

122. Pupils' attainment in religious education has been maintained since the previous inspection and is in line with the standards expected in the locally agreed syllabus at the end of both key stages. The shortage of resources identified in the previous inspection has been addressed. There are sufficient attractive books for teachers and pupils and the school plans to increase its range of artefacts.
123. Pupils in Key Stage 1 know the main facts about the life of Jesus. They can re-tell some of the parables he told and explain the meaning. They know some Old Testament stories about Jewish leaders. Pupils in Key Stage 2 know that all religions, for example Christianity, Judaism and Sikhism, have leaders, places of worship and special books. They know that Jesus is the leader of Christianity, but they are not as sure about the impact of religion on peoples' lives.
124. Teaching is satisfactory at both key stages. Pupils gain sound knowledge of the major world faiths, but insufficient time is given for pupils to reflect on their own experiences and values. The lesson at Key Stage 1 introduced pupils to the Hindu faith and the peoples' beliefs. The lesson was planned well and resources were used effectively to captivate pupils' interest and develop their knowledge. Pupils listened to the teacher, asking questions and expressing their ideas well. They made satisfactory progress in their learning about the significance of the items on the Puja tray, but insufficient opportunities were made to enable pupils in Year 2 to use writing skills to record their understanding. In the Key Stage 2 lesson, pupils listened to the story of Abraham, which was

read well, but the structure of the lesson did not provide the best opportunities for pupils to fulfil the learning objective, which was to write a play about Abraham for younger children.

125. Pupils show satisfactory attitudes in religious education. They respond appropriately to most activities and apply themselves to their tasks. Pupils in Key Stage 2 enjoyed the opportunity to take part in role-play of the story of Abraham, but some did not show the quality and control expected for Key Stage 2 pupils.
126. The curriculum appropriately matches the requirement of the locally Agreed Syllabus and pupils' learning is effectively linked to other subjects such as literacy, geography and art. For example, pupils in Key Stage 2 used atlases to find where Abraham lived and provide grid references for Israel. Resources for learning are satisfactory and teachers use visits to the beautiful local church to enhance pupils' knowledge and awareness.