

INSPECTION REPORT

DULOE CHURCH OF ENGLAND PRIMARY SCHOOL

Duloe, Liskeard

LEA area: Cornwall

Unique reference number: 112024

Acting Headteacher: Ms T King

Reporting inspector: S. Tweddell
[Rgl OIN: 1709]

Dates of inspection: 16 – 18 April 2002

Inspection number: 242886

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	5 – 11 years
Gender of pupils:	Mixed
School address:	The Green Duloe Liskeard Cornwall
Postcode:	PL14 4PW
Telephone number:	01503 262059
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs J Julian
Date of previous inspection:	September 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1709	Sandra Tweddell	Registered inspector	Mathematics Science Art Music Foundation stage	What sort of school is it? How high are standards? a) The school's results and achievements How well are pupils taught? Assessment How well is the school led and managed? What should the school do to improve further?
8986	Philip Andrew	Lay inspector		How high are standards? - b) Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
20003	Susan Metcalfe	Team inspector	English Design technology Geography History Information and communication technology Physical education Equal opportunities Special educational needs English as an additional language	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Duloe Church of England Primary School is situated in a rural village between Liskeard and Looe and takes in pupils from Duloe and other surrounding communities. Pupils come from a wide range of backgrounds and there is a high rate of mobility as parents arrive and leave, seeking work. The main sources of employment are farming and tourism. The school is much smaller than most, there are 61 pupils on roll, 36 girls and 25 boys. Children enter the school full time in the term in which they are five and are part time the term they are five. There is no pre-school provision locally, apart from a toddlers' group on one day a week, so many children enter school straight from home, often with poor skills of literacy, numeracy and social skills. The attainment on entry overall is average, but is widely different from year to year. Some years are above average and others are below. Nearly all pupils are from a white UK background. A very small number are from a Black Caribbean background and are proficient in English. The number of pupils who are entitled to free school meals is below average. No pupil has a statement of special educational need and the number of pupils on the register of special educational need is average at 24.2 per cent. At the time of the inspection, an acting headteacher was in post.

HOW GOOD THE SCHOOL IS

Duloe Church of England Primary School gives its pupils a well rounded education based on the principles of the Church of England. Pupils' personal development is very good as teachers and other adults in the school know the pupils very well. When they leave, most pupils are mature and responsible, and care for one another very well. Relationships throughout the school are very good. The large number of pupils who enter and leave the school after the age of five settle in quickly. The leadership of the acting headteacher is very good. She has set a clear direction for the school, based upon a commitment to ensuring high standards. Under her direction, adults in the school work extremely effectively as a team. The progress of pupils overall is satisfactory but is improving as new management systems become embedded. The numbers in each year group are too small to make comparison with national data valid, but most pupils attain the standards that are expected of them. Teaching in the school is good and a large number of lessons are very good or excellent. Taking into account the attainment on entry, the standards achieved, the very good personal development and the costs per pupil, currently, the school gives satisfactory value for money.

What the school does well

- The leadership of the acting headteacher is very good and she has given a clear direction for the school.
- Pupils are well behaved and have positive attitudes towards their work. Relationships are very good.
- Teaching is good overall and much is very good.
- The provision for personal development, including spiritual, social and moral development is very good.
- Pupils are cared for very well in a safe environment.
- The school works very well with parents.

What could be improved

The school is already working on these points.

- Attainment in writing at length.
- The use of assessment to set the next steps for learning in all subjects is good in English and mathematics but is used less well in other subjects.
- The new systems for monitoring standards and the quality of teaching need to be embedded into the practice of the school.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been good progress on the areas that were identified for improvement. Attainment in ICT, mathematics, science, history, geography and design and technology has improved as has the progress

that pupils make. The quality of teaching is better. Provision for children in the Foundation Stage is good. All teachers have been trained in the use of information and communication technology (ICT), equipment has been upgraded, and the teaching of ICT has improved considerably. Pupils' work is regularly evaluated and their progress in English and mathematics is now tracked to set targets for them and to ensure that they are doing as well as they should be. Governors are more closely involved, and after a period of fluctuation, a full governing body is in post. The school does much more to prepare pupils for living in an ethnically diverse society.

STANDARDS

Fewer than 10 pupils took national tests for eleven year olds in 2001, so comparison with national data is invalid. The mobility rate in the school is high; for example, in Year 6 in 2001, only three pupils entered the school in the reception class and stayed, others in the group came at different times. Added to this, over half of the group had special educational needs. Despite these factors, over half of the pupils reached average standards in mathematics and science and half achieved this in English. Standards over the past three years have risen in line with the national trend. Only five seven year olds took national tests. They did very well in reading but less well in writing, mathematics and science.

The inspection found that standards are rising in mathematics and English because the acting headteacher has introduced methods to measure the progress that children make and to use this information to set targets for them. This year, pupils in Year 6 are on line to attain the targets that have been set for English and mathematics. The attainment of seven and eleven year olds is average, and young children reach the early learning goals for six year olds. Higher attaining pupils achieve satisfactorily and pupils with special educational needs make good progress because of the methods used to support them. Until recently, pupils have made satisfactory progress. Now, as a result of new management systems that are improving the quality of teaching, most pupils are beginning to make good progress, particularly in English. In English, pupils attain well in listening and speaking but writing is still a weaker area. In mathematics, pupils are proficient in handling number, data, measurement and shapes, but mid and lower attaining pupils are less proficient at mental mathematics. Pupils perform and compose well in music and produce lively and imaginative pieces of art. Their skills in investigative work, for example in science, history and geography, are good.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good overall and very good for the pupils who are seven and under. Pupils come to school prepared to learn and they enjoy their lessons.
Behaviour, in and out of classrooms	Good and pupils who are five, six and seven behave very well. Pupils are courteous towards one another and are helpful.
Personal development and relationships	Very good. There is a mutual respect between adults and pupils, coming from the very good relationships.
Attendance	This has improved this year and is now good. Pupils attend punctually.

TEACHING AND LEARNING

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

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

Teaching is good overall and much is very good or excellent. No unsatisfactory teaching was seen during the inspection. Teachers have a good understanding of the primary curriculum and of the needs of young children. They have high expectations of their classes and prepare work well to suit the different ages and attainment in the mixed age classes. The teaching of English and mathematics is good. Occasionally, worksheets are drab, so pupils are not stimulated by them. Assessment is used well to plan the steps in the teaching of English and mathematics, but is not used as well in other subjects. Pupils work hard and persevere when faced with challenging work. They are interested in their work and in English and mathematics know what they must do in order to succeed. The teaching of higher and lower attaining pupils is usually good. Pupils with special educational needs are supported well and make good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall, the curriculum is rich. Extra-curricular activities are good. Subject guidance is used well as a basis for planning lessons.
Provision for pupils with special educational needs	Good. They are usually given work that is suitable and their progress is satisfactory. Their individual education plans are used well by teachers and classroom assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Provision for spiritual, moral and social development is very good and is good for cultural development. This contributes to the very good ethos of the school.
How well the school cares for its pupils	Very well. Pupils are safe in a very caring environment in which they are known as individuals. They are encouraged to attend regularly and to behave well in school. Their personal development is monitored well. They are regularly assessed in English and mathematics and the information is used well to prepare the next steps in their learning. Assessment is used less well in other subjects.

The school works very well in partnership with parents. Parents are made to feel welcome and receive good information about the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The leadership of the acting headteacher is very good. She has given a very clear direction to the school and her enthusiasm and dedication have inspired adults in the school to work very effectively as a team.
How well the governors fulfil their responsibilities	Many governors are newly appointed. They are clear about their role and support the school well. They are establishing new systems to enable them to review the work of the school effectively. They fulfil their role satisfactorily.
The school's evaluation of its performance	Satisfactory and is improving as new methods to review the school's work become established. Information about the school is beginning to be used well to help it to improve.
The strategic use of resources	Good. Governors and staff ensure that they receive the best value from their budget.

The school is well staffed with teachers and with classroom assistants. Resources are satisfactory overall, and are good for English and ICT. There is not enough equipment in science. Staff and governors are careful to consider the outcomes of any spending before they take any action. The accommodation is satisfactory overall but the space for administration is poor. One small room has to serve as an office, staff room, headteacher's office and meeting room. There is no space for discussing confidential matters. There is no space for pupils who are ill and who cannot go home immediately.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like and are happy in school. • Children make good progress and they are expected to work hard. • Teaching is good. • The school works closely with parents. • The school helps children to be mature and responsible. 	<ul style="list-style-type: none"> • The amount of work done at home • More interesting activities outside school

The inspection team found that parents are justified in what pleases them about the school. At the parents' meeting, parents were divided as to whether there was too much or too little homework. Sufficient homework is set regularly and each term and parents receive notice about the amount that should be done. Year 6 pupils are shortly to be given a diary to record their homework. The number of activities outside school is good for a small school. Pupils are given many opportunities to take part in residential visits and educational trips.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The numbers in each year group are too small to make comparison with national data reliable. In 2001, six out of the nine eleven-year-olds who took the tests had special educational needs and only three pupils in the year group had been in the school since the reception class. Despite these factors, half the pupils in the year group reached the standard that is expected of them in English and over half in mathematics and science. Over the past three years, boys have done better than girls in mathematics and science. The inspection could find no reason for this and it could be a feature of the small numbers in each cohort. Only five seven-year-olds took national tests in 2001. They did very well in reading but less well in writing and mathematics.
2. Teachers carefully analysed the results of the tests and found that skills in writing were letting pupils down, along with competency in multiplication and division. The acting headteacher has introduced a system of measuring the progress that pupils make in English and mathematics and teachers are using this information to set class, year and individual targets for all pupils, including children who are under six. The inspection found that the progress of pupils across the school in most subjects has been satisfactory, but, as a result of this work, pupils are starting to make good progress in English and mathematics. They are on track to reach the targets set by the school in English and mathematics for 2002.
3. Higher attaining pupils achieve satisfactorily because their work is suitable and teachers are skilled at posing questions that challenge them to extend their knowledge, skills and understanding. Lower attaining pupils also achieve satisfactorily for similar reasons. Pupils who have special educational needs are provided for well. Teachers understand their needs very well, the work is appropriate and they are well supported by classroom assistants. Two such pupils spoke of their love of science and mathematics because of the skilled teaching and support that they have received. Occasionally, boys lose concentration more quickly than girls, especially in the whole class sessions at the beginning of each lesson. The few minority ethnic pupils make similar progress to others in the school. The inclusive ethos which values all pupils is a key factor in their confidence and therefore their progress.
4. Children in the Foundation Stage make good progress overall and reach the early learning goals that six year olds are expected to achieve. They make very good progress in personal, social and emotional development because of the good role models of adults and other pupils, and the constant encouragement to be independent and aware of others. Their progress in communication, language and literacy and mathematics is good. They are set personal targets, based on assessment of where they are up to, and the work set enables them to achieve these targets. Progress in knowledge and understanding of the world and physical development is satisfactory. It is good in creative development.
5. Pupils' achievement in English and mathematics has been satisfactory overall, but in English it is now good. Pupils who have been at the school from the reception class have progressed well. In English, skills of speaking, listening and reading are better developed than those of writing. The school is aware of this and has focused on writing this year. Pupils use their skills of literacy well in other subjects. They research well in history and geography, knowing how to use information books. They know how to express their findings in writing and choose appropriate methods, such as tables, charts or factual writing.
6. In mathematics, most pupils are proficient at handling number, data and shapes and their skills in investigative mathematics are developing well as there has been a focus on this area. Pupils in Years 3 to 6 are sometimes slow when asked to compute mentally, although higher attaining pupils do well. Again, the school has focused on this area of mathematics and skills here are improving. They use their skills of numeracy well in other subjects, measuring accurately in design and technology or producing graphs in history.

7. Attainment in science is average and pupils make satisfactory progress. Information from assessment is not used as well as in English and mathematics, but teachers usually take care to ensure that work is suited to the different ages and levels of attainment in the classes. Pupils are skilled at investigation and have confidence to hypothesise then test their hypotheses.
8. A strength in attainment throughout the school is in skills of investigation. This is because pupils are challenged to find out for themselves. In design and technology, pupils investigate the properties of objects before designing their own. In history and geography, pupils are encouraged to ask questions and to examine artefacts or maps. Progress in these two subjects is satisfactory.
9. Attainment in ICT is average and pupils achieve appropriately. Teachers use ICT well which is a good model for pupils. Problems outside the school's control have affected the development of ICT. Pupils have satisfactory skills in word processing, handling data and control. Their skills in using the internet are less well developed because of difficulties in establishing a connection. These have now been resolved.
10. Achievement in singing and composition is good and attainment in these areas of music is above average. The teacher has very high expectations of pupils and is enthusiastic which inspires them to want to do well. The same is true of art where the use of materials to produce two dimensional pictures is good. Pupils have been encouraged to be imaginative with the choice of colour and materials and they have a good range of techniques with which to express their ideas. In both art and music, skills of evaluation are satisfactory.
11. Pupils achieve well in physical education and attain average standards. They move skilfully in team games and show good awareness of the movement of each other. They learn the rules of games and follow them carefully.
12. In the last inspection, pupils had little confidence to write extended pieces and many took little care when presenting written work. Pupils in Years 3 to 6 had little confidence to carry out experimental and investigative work in science. There has been satisfactory improvement in these areas and good improvement in science, where investigative work is now a strength.

Pupils' attitudes, values and personal development

13. Pupils have a positive attitude to school that is encouraged and developed by the strong Christian ethos. Their enthusiasm for the school, their involvement with the management of the school through the school council, good behaviour and very good personal relationships are a major strength of the school. These strengths underpin the attainment, development and progress of all pupils and reflect the cohesion of the pupils, staff, governors and local community. This is a village school successfully adapting to changing rural social patterns.
14. Behaviour across the school in the classrooms, in the playground and in the dining hall is good and the behaviour of the under sixes and the seven year olds is very good. Thus the good behaviour reported in the previous inspection has been maintained and has improved. In the lessons observed all the behaviour was judged as good or better. It was interesting to note at lunchtime that once the reception and first year pupils had been served the older pupils made their own decision when to come into the hall and this was carried out in a very disciplined manner, which resulted in a very calm and friendly meal time. No incidences of oppressive behaviour were seen during the inspection and discussions with pupils indicated that none occurred.
15. The very good relationships between the pupils and the adults and amongst the pupils are a great strength of the school. There is a clear understanding that the school is a community and everyone should be treated with respect. The pupils are very willing to accept responsibility and take part in the school organisation. A prime example is the school council that has been closely involved in decisions - for example, on the purchase of additional equipment for physical education. The pupils produce their own newsletter.

16. The pupils have a very positive attitude to learning and like to come to school. Pupils in Years 1 and 2 and in reception have very positive attitudes. In answer to the parents' questionnaire 100 per cent of the parents agreed that their children like to come to school. In lessons pupils listen carefully to the teachers and are keen to answer questions. When working individually and in groups they maintain their concentration and help each other. These attitudes contribute significantly to the attainment and progress made by the pupils.
17. Attendance has improved since last year when it was below average and is currently at 97.6 per cent. This is now above average, although the small number in the school means comparison with national data is unreliable. The incidence of late arrival is very low. The two exclusions last year were appropriate as an influx of pupils with behavioural difficulties meant that rigorous action had to be taken to ensure that the high standards of behaviour were maintained. Registration is carried out efficiently and promptly and each session begins on time.

HOW WELL ARE PUPILS TAUGHT?

18. The last inspection found teaching to be good overall. Teaching has improved and all the teaching observed was good and nearly 40 per cent was very good or excellent. There is little difference in the quality of teaching of different age groups. This is due to the enthusiasm and commitment of teachers, who know each pupil well and so plan their teaching to meet the needs of each of them. The procedures for monitoring teaching have been reviewed and tightened by the acting headteacher and this is starting to have an impact on quality.
19. Pupils with special educational needs are taught well. Their individual educational plans are detailed and used by teachers to ensure that they make good progress towards their targets. Classroom assistants support them sensitively so they can take part. Higher attaining pupils are challenged by questions and by their work, which is usually different from that of the rest of the class. Occasionally, the start of the lesson may not stretch them, although teachers ensure that they are included by questions set at their level. A few boys sometimes lose interest quickly in the class or group sessions although they do not misbehave or disrupt the class. The very few pupils from ethnic minority groups are taught equally well, as the school ensures that all pupils are equally included.
20. The teaching of literacy and numeracy is good and is helped by the use of information from assessment to set targets for the class and for individual pupils. Teachers are careful to ensure that key words are taught. These are sometimes listed in the classroom and are reinforced by teachers using them in class and insisting that pupils respond with specialist terms.
21. Children in the Foundation Stage are taught well and they quickly learn to listen, to contribute and to concentrate on their work. The teacher and assistant work extremely effectively as a team and their interaction provides a good role model for the children's social development. Together, they have a very good understanding of how young children's learning develops and they apply this well. Planning is very good and is used well to move children's learning forward in all the areas of learning. Teachers interact well with the children and encourage them to develop skills of literacy, numeracy and independence, through careful questions and discussion. The children are taught alongside Years 1 and 2, but care is taken to ensure that the work is suitable for them. Occasionally the class part of the lesson is above them but they are quickly moved into a small group. The small area inhibits the use of large apparatus to develop their physical skills, but this is compensated by using apparatus in the hall for physical education, by swimming and by using the equipment in the under-fives' group on a Thursday.
22. The teaching of Years 1 to 6 is also good. Teachers have a good understanding of all the subjects they teach and are supported well by national subject guidance which they have sensitively adapted to meet the needs of their school. As a result, pupils' knowledge and understanding builds up well over time. The guidance is used particularly well in English, mathematics and science to ensure that work matches the individual needs of the mixed ages and their levels of attainment. Not only are lessons planned well, but materials are also prepared

in advance so that no time is wasted. Classroom assistants support effectively, especially in sessions where pupils work in groups.

23. Teachers generally have high expectations of their pupils and time is used well to ensure a brisk and purposeful lesson. This was observed in many lessons, including a geography one with pupils in Years 3 and 4. Pupils were considering the different areas in their school environment and how these have changed over time, in preparation for an investigation they would undertake. The teacher's brisk approach and high expectations challenged pupils to share their learning and pupils were eager to contribute. Ideas flowed rapidly from the pupils, who worked with considerable effort and initiative to compile a list together. Learning here was good.
24. Pupils remain motivated by the range of methods that are used in each lesson. They work in groups, pairs, individually and as a class. Learning is reinforced by changing activities and practising what has been learnt in a different context. Groupings are flexible, reflecting strengths in attainment within the different age groups. Teachers question pupils appropriately, varying them to challenge the higher attainers and ensure that lower attainers and those with special educational needs can contribute. In an art lesson with younger pupils, the teacher's questions about parts of a flower led to careful observation and the work produced at the end reflected the learning that had taken place, as pupils had noticed shades, colours and texture and tried to reflect these in their work.
25. Resources are used very well to focus learning and to maintain motivation. Teachers use overhead transparencies well to demonstrate to pupils. In a mathematics lesson with Years 5 and 6, the teacher used individual whiteboards. Pupils worked out the answers to problems involving area and then held them up so the teacher could quickly see their answers. She was able to immediately intervene and use their errors to change her teaching and therefore improve their learning. ICT is used well by teachers to extend the learning of the pupils in most subjects.
26. Teachers manage the behaviour of pupils very well so that the classroom environment is one in which pupils can listen and learn. The learning environment is enhanced by excellent display which stimulates pupils. It is also used by the pupils for reference.
27. In the excellent and very good lessons, many of the features above came together. In one such lesson with reception, Year 1 and Year 2 pupils, the teacher was consolidating pupils' understanding of number and developing their knowledge of odd and even numbers. The lesson was brisk and purposeful. The teacher insisted that pupils worked accurately, she reinforced the learning exceptionally well, in this case by using songs and games, and questions were pitched appropriately for the attainment of each pupil. She encouraged pupils to solve problems by asking them to work them out with a partner. She used the specialist language of mathematics and insisted that pupils responded with specialist terms. The objectives for the lesson were suitably different for each level of attainment. As a result, the learning was excellent, pupils were highly motivated and their behaviour was excellent. Her enthusiasm and excellent teaching generated an enthusiasm and love of number.
28. Teaching is consistently good so weaknesses are few. In a couple of lessons, the start of the lesson did not challenge higher attaining pupils, although the work in groups did in one of these. Some photocopied resources were drab. In some science lessons, the equipment did not enable pupils to carry out experiments accurately. Teachers are aware of this and provision has been made to increase equipment in the next budget.
29. Parents commented on teaching which was lively, stimulating and imaginative. The inspection found that this was a true reflection of many lessons. The quality of teaching is a key factor in the improving progress that pupils are making.

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

30. The previous report found that the school curriculum was balanced and generally broad for all age groups, promoting pupils' academic, physical and personal development and preparing them well for the next stages of education. This is still the case. The quality and range of learning opportunities are good. The school has taken care to design, carefully structure and implement a very good curriculum that is broad, balanced and relevant for all the pupils in the school, including those with special educational needs. All subjects of the National Curriculum are taught. The only area of non-compliance in the curriculum at the time of the previous inspection was insufficient use of information technology throughout the school, which weakened the breadth of learning in most subjects. An action plan to remedy this was put into place, new equipment purchased and training for teachers planned, resulting in a curriculum that fully matches the requirements of the National Curriculum. The curriculum now fulfils all statutory requirements well.
31. The curriculum offered to the children in the Foundation Stage is good: it covers all six nationally recommended areas of learning and includes relevant parts of the National Literacy and Numeracy Strategies. The good planning for these children and the effective procedures for assessing their attainment result in good progress. This equips them with a positive foundation for their learning in Year 1.
32. For older pupils the National Literacy and Numeracy Strategies have been fully implemented. The effective teaching of numeracy skills supports subjects such as history with pupils' learning of the chronology of different periods and peoples, including the composition of timelines; data handling is used in information and communication technology to produce spreadsheets and map reading skills occur in geography lessons. The very effective strategies for teaching literacy skills give support to all curriculum areas. Pupils are taught to listen to and identify key points in oral work and answer teachers' questions in appropriately constructed sentences. They read information and present their own work in a range of ways including stories, reports and notes. Teachers are confident in their use of the strategies and the curriculum is flexible enough to enable them to match the projected lesson to the needs of pupils.
33. The time available for teaching each week complies well with the recommended guidelines for both key stages. Although the National Literacy and Numeracy Strategies require an allocation of time equivalent to almost half of the timetable, by careful thought the school has not allowed other subjects to be unduly restricted. There are good booster activities planned, especially in English and mathematics, to provide additional support for appropriate groups of pupils across the school.
34. The provision for pupils with special educational needs is good. Their needs are carefully identified and individual educational plans with focused targets for English, mathematics and if necessary emotional and behavioural support are specifically planned. Pupils have the opportunity to work individually with the special educational needs teacher as well as in groups in their classes with specifically trained support assistants.
35. A strong feature of the curriculum is its detailed planning for the development of skills and knowledge necessary for each subject. There are policies for all subjects and the school provides programmes of work drawn from a nationally published scheme of work specifically adapted to match the school's requirements. Because pupils are in mixed age classes, curriculum planning is done using a two-year rolling programme. The long-term plan for each class gives a clear overview and indications of which elements of the programmes of study are to be covered. Short term planning includes activities which are matched to the range of pupils' attainment within a class. Plans are detailed and identify clear specific learning objectives and extension activities. There are limited opportunities for co-ordinators to monitor planning and practice in classrooms to refine the curriculum further at present, but provision has been made for this to happen.
36. The school is a pilot for the Creative Partnership, working with the local secondary school to develop arts provision and the use of artists in residence. This gives good support to developing and extending a range of artistic skills, knowledge and understanding in the physical and creative arts. Sports provision is developed and extended through links with schools in the local cluster

group. Pupils thus have good access to a range of extra-curricular activities, including music and sports, which are not always available to small schools. After school clubs include an outdoor activity club and sports and pupils have opportunities to study the flute, violin and recorder. Pupils visit places of educational interest and attend a residential course involving outdoor pursuits. Theme days are held such as the Victorian and book days, which help learning. One example of the effectiveness of the Victorian Day was seen in history with the younger class. When shown a picture of Florence Nightingale and asked what they could deduce from it, a pupil responded that she looked like a Victorian.

37. The arrangements for pupils' personal, social and health education are very good. A well-planned and structured scheme to develop pupils' understanding of how they can support each other and resolve problems and conflicts through class discussion has been developed. Regular personal, social and health education sessions in the form of "circle time" take place. Pupils are encouraged to share concerns and consider different responses. These contribute to a feeling of being a member of a community. Sex education and the development of an awareness of the misuse of drugs and medicines to prepare pupils well for future life are planned to be added into these sessions, as well as in the science curriculum. Pupils are given the opportunity to contribute to the life of the school. They have a range of responsibilities and these are taken seriously. For instance, older pupils look after older members of the community from the village during the senior citizens' luncheon club on Thursday lunchtimes; pupils set up the hall for assemblies and collective worship. Before lunch each day pupils set chairs around the tables and during the meal ensure that trays are collected, tables are wiped and lunchtime staff assisted to ensure all runs smoothly. The school's strategy for managing behaviour, with rewards outweighing sanctions, raises the pupils' self-esteem. Opportunities to make educational and residential visits, support community events and do jobs round the school and in class develop pupils' social skills and personal initiative.
38. The school makes very good provision for pupils' spiritual, social and moral development and good provision for their cultural development. The school is a caring place where the principles of thought, care and respect for each other, the wider community and the world are promoted. The care with which pupils' work is displayed shows teachers' pride in pupils' achievements, as do the photographs of school and community life. Pupils are encouraged to see themselves as a community. The aims and objectives of the school encourage this spiritual, moral, social and cultural education of pupils.
39. Provision for pupils' spiritual development is very good. When the whole school comes together for assembly, there is a good blend of spiritual, moral, social and cultural themes and opportunities are provided for reflection and prayer. Appropriate use is made of moral stories, music and singing. The theme for the week of the inspection was that of heroes, starting with the work of Marie Curie and her sacrifice of her health to develop radium for the good of people with cancer. Pupils have many opportunities to gain knowledge and insights into spiritual matters. The school has close links with the local church and pupils frequently visit and worship there. The supportive atmosphere in the school is enriched with the promotion of a strong sense of a faith and moral values by the acting headteacher and other staff. This gives pupils a positive attitude to life, shown in the respect they give to their environment and the other people's property and in the good relationships with all. Other curriculum areas promote a sense of spirituality. Art, music and science provide opportunities for pupils to use their imagination in observing, creating and expressing individual ideas. Pupils explore the depth and vibrancy of colour in paint. How different composers use tones and shades to express their feelings in music give pupils the opportunities to experiment in similar ways. On an environmental walk round the school grounds younger pupils looked carefully at plants and their habitats, being especially enthralled by the creatures living under a stone and in the pond.
40. The provision for pupils' moral and social development is very good. The very positive relationships between all members of the school community enable pupils to grow into mature individuals. Teachers and assistants make good role models, promoting the school's values of honesty and fairness. Throughout the school, pupils respond well to teachers' high expectations of their behaviour and are encouraged to take responsibility for their own actions. Codes of conduct are in evidence throughout the school. Pupils work well together. Teachers create a

range of good opportunities for pupils to show initiative and exercise responsibility. Pupils take responsibility in lessons for resources, they work as monitors, older pupils help younger pupils and they organise resources for assembly. The school has recently established a school council, each class electing members who have the opportunity of meeting together to discuss issues of importance to the customers of the school, the pupils. Pupils help those less fortunate than themselves through a variety of charitable activities including Comic Relief, Shelter and Barnardo's. Opportunities for social contact outside the classroom, such as extra-curricular activities and visits further afield, encourage and support moral and social development. The school benefits greatly from the support it receives from parents and the wider community and this has a significant impact upon pupils' social development. Pupils see their parents and members of the community supporting the school practically – hearing them read at home, assisting teachers with activities such as swimming and on outings and raising money to provide them with additional resources.

41. Arrangements for pupils' cultural development including preparing pupils to live in a multicultural society are good. Pupils learn about and participate in the richness of British and western culture through art, geography and history. Theme days such as being Victorians occur. Pupils make visits to museums, Lanhydrock house, the church and environmental areas. Pupils have the opportunity to make residential visits and undertake adventurous outdoor activities. Theatre groups and musicians visit the school including those celebrating different ethnic music and art. Pupils work in the style of famous artists such as Van Gogh, using the colours, textures and shapes within their own work. The National Literacy Strategy has introduced pupils to a range of literature, poetry, authors and illustrators from Britain and around the world. The study of Hinduism and Sikhism introduces pupils to the festivals of different ethnic groups living in Britain while their studies about Christianity remind pupils of the festivals of Christmas, Easter and Pentecost and their celebration round the world. When asked what a pattern in music reminded them of, pupils recognised in it African, Indian and Chinese music. This gives pupils some awareness of the cultural diversity of the modern, multicultural society of the twenty-first century.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. The school provides very good care and support for the welfare and well-being of all the pupils and thus the good provision noted in the previous report has been maintained and also improved. These values and attitudes are implicit in the school's Christian ethos and policies and are a strength of the school.
43. The procedures for child protection are very good and fully understood by all staff. There are two named members of staff responsible for the procedures. The programmes for the routine health and safety checks have been satisfactorily completed within the appropriate time scales. Discussions with pupils confirm that the correct procedures for fire alarms are fully understood and practised.
44. This is a small school and all the pupils are very well known to the teachers and support staff. This knowledge is very helpful in the very good support for the personal development of the pupils without the need of a too formalized system.
45. The procedures for monitoring and improving attendance and for monitoring late arrival are very good. Once again the intimate nature of a small school and the easy contact with parents mean that these policies work very well within an informal framework.
46. The procedures for monitoring and promoting good behaviour and for eliminating oppressive behaviour are very good. The policies are co-ordinated by the headteacher and implemented by all staff consistently across the school. The intimate nature of the school helps to reinforce the benefits to all of good behaviour.
47. Assessment in mathematics and English is beginning to be used well. The acting headteacher has introduced good methods to analyse information from assessment and to use this to monitor the progress that pupils make and to set targets for the school, classes and individuals. Baseline

assessment used in the Foundation Stage is repeated later in the reception class to find out how far children have progressed. Each pupil has a target for mathematics and English and teaching focuses on these. Pupils understand their targets so they know what they are aiming for. The forms that are used are easier to chart progress in English than in mathematics as more useful information is mapped. For English, the results are translated into a number of points, which equate to national assessment, so that progress is clearly indicated. The school is planning to add to the information on the mathematics form, to bring it into line with the English ones and therefore make them more useful. In other subjects, assessment is carried out in line with national guidance, but is not yet used as well as in English and mathematics. Targets are not set in science, for example.

48. An effective system that has been introduced under the new management is that of asking pupils to use a special book on one day. Pupils use this book for all their work on the set day. These books are collected and staff meet to consider the progress that pupils are making. Staff also used these books to check that they are marking to a common system. The books are retained as a record of each pupils' progress. Pupils and parents commented on how much they enjoy this new system.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. The parents have a very good view of the school as was made clear by the discussion at the parents' meeting and in the answers to the parents' questionnaire. The school is very well supported by a strong Parents' Teachers' and Friends' Association (PTFA), by the village community and the strong links with the parish.
50. The school has very effective links with the parents. These links are developed through the school newsletter, the PTFA, the meetings each term to discuss progress, the parent and foundation governors and the easy and informal access the parents have to the teachers. In addition to the extensive fund-raising parents help with extra curricular sports, transport for outside visits and in school. The parents make a significant impact on learning through their close association with the school and through their support for the sessions provided by the teachers for them - for example on "How children learn". The staff and the governors involved the parents in the development of the sex education policy. The position can be summarized by a quote from the minutes of the meeting with parents, *Communication between home and school is excellent*.
51. The quality of the information provided for the parents is good. There are formal meetings each term to discuss the overall progress the children are making; these meetings are supported strongly by the parents. The annual school reports are informative and well written giving a good summary of the achievements of pupils during the year.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. The school is well led and managed. An acting headteacher has been in post since May 2001. She is giving very good leadership. She is enthusiastic and dedicated and leads by example. She has high expectations of staff and pupils and has set the tone of mutual respect and care for one another, that is a strong feature of the school. She is developing the management systems of the school, particularly those concerned with raising standards. The use of assessment to inform teaching is one example, reviewing the work of the school is another. These systems have yet to be fully embedded, but are already having an impact on teaching and therefore standards of work.
53. The acting headteacher leads by involving all staff in decisions about management and is supported very well by teachers and other adults in the school. All undertake their roles and responsibilities well. All the adults in the school contribute to the very good ethos and the community spirit of the school.
54. The governing body undertakes its duties satisfactorily and supports the school well. Many new governors have recently been appointed and all are working to develop systems to improve their

work. One example is the forms that they use when they visit the school on which they record their observations. These are then used to feed back to the full governing body, and contribute to building up a picture of the school. Governors think strategically; for example, a contingency plan is in place whilst they await confirmation of the position of the headteacher.

55. The school development plan appropriately involved governors, all staff and parents. A three year plan has been drawn up and each subject has an action plan tied closely to the whole school one. The plans for English and mathematics are the most detailed, but other subjects have useful ones based on the format of 'Where we are now and where we would like to be'. Evidence of their use was seen in mathematics; every teacher was following the first action point of developing investigative mathematics by asking pupils to work in pairs to discuss questions. The plan is too new for governors to have used it as part of their work, but they understand its purpose.
56. The school ensures that each pupil is fully included in all the activities of the school. Social inclusion is very good. The provision for special educational needs is good. The provision has not yet been monitored by senior management, but it is scheduled in the near future. Individual education plans are detailed and followed well; support is targeted appropriately and pupils make good progress. The school has allocated extra funds to support these pupils, and they are used well.
57. Governors ensure that the school meets most statutory requirements. However, there are some omissions in the annual report to parents from governors. The date, time, place, agenda and purpose of the annual parents' meeting are left out and there is no detail on resolutions taken at the last meeting. Rates of authorised and unauthorised absences are missing and there is no information on implementing the action plan of the previous inspection by OFSTED.
58. The school has a high carry-forward of funds, which has resulted from the illness of the headteacher. There are plans to use this, but governors are awaiting a decision about the position of acting headteacher before going ahead. Funding is used wisely and staff and governors take care to compare their provision with that of other schools in the cluster and take account of national benchmarks. Governors have appointed assistants for each classroom and looked carefully at joining a scheme for technical support for ICT before agreeing to take part. Both of these are providing good value for money. Specific funds for literacy, numeracy and ICT have been used for what they were intended. The peripatetic bursar offers invaluable support. A highly efficient school secretary ensures that administrative systems are very effective so the school runs very well on a day-to-day basis. The secretary and other adults contribute to the very good ethos of the school.
59. Staffing is good for the size of school. Class teachers and assistants work well together and new staff and those who are newly qualified are supported well. Newly-qualified teachers are monitored sensitively and encouraged to develop their skills through discussion and in-service training. Staff attend in-service training regularly. The local cluster of schools is invaluable and is used well to gain a wider perspective of what is happening in education. Performance Management is in place and all teachers have targets, along with the headteacher. It is used to identify training needs alongside other systems.
60. Resources are satisfactory overall. They are good for English and ICT, but there is inadequate equipment for science. Provision has been made to improve this in the next budget. Very good use is made of the local environment, for example the church and stone circle have been used. Visits are made to places of interest, such as the Eden Centre, and to places of historical importance.
61. Overall the accommodation is satisfactory for the teaching the curriculum, but within this judgement there are wide variations. The school has very good facilities outside the buildings that include a sports field, playground, an area with a tarmac surface that is fenced for ball games, a wild life and pond area and an area marked for play for reception class pupils. The library is in a wide corridor outside the three classrooms. The corridor is used well by groups who work outside the classroom. The provision of office accommodation for the secretary and headteacher is very poor. There is one room serving as a staff room, secretary's office and headteacher's room. The

secretary has to carry out her duties in a room used as a staff room and in addition cannot see who is asking for admittance to the school. The headteacher has nowhere to have confidential meetings with staff, pupils or parents. Pupils who are ill have nowhere to sit if they are ill and cannot go home immediately.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

62. In order to continue to raise standards, the acting headteacher, staff and governors should continue with the plans to
- (1) improve the quality and range of writing by following the action plan for English. (paragraphs 5, 92)
 - (2) develop the use of assessment for all subjects by building on the successful practice in English. Refine the information that is collected for mathematics in order to track progress in mathematics more carefully. (paragraphs 47, 111, 142)
 - (3) develop and implement the systems for reviewing standards and the work of the school. (paragraphs 2, 18, 52, 116, 146)

Governors should also consider the following areas in their development plan:

- Continue to develop the work of the Governing Body (paragraph 54, 55)
- Improve resources in SC (paragraphs 28, 60)
- Improve the office space (paragraph 61)
- Raise pupils' skills of evaluation in art and music to the same high level as their production of work (paragraph 10, 120)
- Consider ways to motivate the small number of boys who sometimes lose interest (paragraph 19)
- Ensure that the carry forward is used (paragraph 58)
- Ensure that the governors' annual report covers all details that are required by law (paragraph 57)
- Consider how marking can be used to help pupils to improve their work. (paragraph 107, 116)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	25
Number of discussions with staff, governors, other adults and pupils	7

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	7	15	0	0	0	0
Percentage	12	28	60	0	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	61
Number of full-time pupils known to be eligible for free school meals	3

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	13

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	6.2
National comparative data	5.6

Unauthorised absence

	%
School data	0.0
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	1
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	57
Any other minority ethnic group	0

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)	3.6
Number of pupils per qualified teacher	17.2
Average class size	20.7

Education support staff: YR – Y6

Total number of education support staff	3.0
Total aggregate hours worked per week	50

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	0.3
Number of teachers appointed to the school during the last two years	0.3
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	2	0
Other minority ethnic groups	0	0

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

Financial information

Financial year	2001 - 2002
	£
Total income	170,114
Total expenditure	200,547
Expenditure per pupil	3,234
Balance brought forward from previous year	47,894
Balance carried forward to next year	17,461

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	61
Number of questionnaires returned	20

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	40	0	0	0
My child is making good progress in school.	55	45	0	0	0
Behaviour in the school is good.	30	50	10	0	10
My child gets the right amount of work to do at home.	35	35	25	5	0
The teaching is good.	35	60	0	0	5
I am kept well informed about how my child is getting on.	45	45	10	0	0
I would feel comfortable about approaching the school with questions or a problem.	65	25	5	5	0
The school expects my child to work hard and achieve his or her best.	50	50	0	0	0
The school works closely with parents.	30	65	5	0	0
The school is well led and managed.	25	50	10	0	15
The school is helping my child become mature and responsible.	45	50	0	0	5
The school provides an interesting range of activities outside lessons.	25	35	40	0	0

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

63. Children in the foundation stage are taught in a mixed age class alongside pupils in Year 1 and 2. A trained nursery nurse works with the teacher and spends much of her time with the children who are under six. Children enter the class part-time until they are five when they attend full time. At the time of inspection, four children were in the class full-time. Four others were due to start on the Monday following the inspection and they attended the class for part of one session.
64. Since the last inspection, the provision for the young children in the foundation stage has improved. The overall provision is good and the curriculum takes due account of the new requirements for children in the reception year. The school effectively provides a range of activities across the six areas of learning so that children make good progress during the reception year. Children who have special educational needs are supported well, and higher attaining children achieve appropriately as the work is planned satisfactorily for them. The lack of challenge identified in information and communication technology at the time of the last inspection has been tackled and children have regular access to computers, and a good level of adult support to develop their skills.

Personal, social and emotional development

65. Provision in this area of learning is very good so that by the end of the foundation stage, most children make very good progress and achieve the early learning goals and some exceed them. The very good ethos of the school and the community spirit contribute well to development in this area.
66. Teaching in this area of learning is very good. No opportunity to promote personal or social development is missed and teachers create a harmonious learning environment. Some children have had no form of pre-schooling when they enter and social skills are often poor. However, children generally quickly settle into school. A toddlers' group is run in the school hall on one half-day a week, staffed by the school secretary and a parent. Parents or carers must attend with their children. Children in Class 1 visit the group and present work; on the day of the inspection they sang a song about flowers, which was the focus of their study. After this, they stay with the toddlers which gives the under-sixes an opportunity to use large climbing equipment and drive cars. As a result, children who are new to the reception class are prepared well. They know the environment, staff and children before they start school. The headteacher has also introduced a *Learning Together* pack for parents to take home each week so that they can work with their children before they start school.
67. This, together with the very supportive introductory programme, contributes strongly to ensuring that children settle into school routines quickly. Teachers' high expectations regarding behaviour and co-operation quickly develop children's awareness of boundaries and of how to behave with others. They respond well to adults and to other children. Excellent relationships are evident between children and their teachers. At lunchtimes, children are encouraged by catering staff to make choices of food, sometimes despite a long time being taken. The catering staff appropriately do not try to rush the child, and should a child be hesitant, a teacher is usually on hand to offer guidance. This makes an excellent contribution to children's independence.
68. Many of the children are happy working alone with a minimum of adult help. This was particularly noticeable when children were making a collage of flowers. One boy struggled with glue and tissue paper but persevered and eventually succeeded in folding and gluing two flowers. In pairs or small groups, they share their views politely, and are confident to talk to older pupils in the class and to ask for help if they need it. Children are encouraged to take responsibility.
69. By the end of the foundation stage, children are confident in school, giving their views and listening to the views of others thoughtfully. They sit quietly in school assemblies and join in the

singing with gusto. There is an appropriately strong emphasis on Christian festivals, and children are given opportunities to learn about other celebrations such as Divali.

Communication, language and literacy

70. By the end of the reception year most children, except some of those with special educational needs, achieve well to reach the early learning goals relating to speaking and listening, writing and reading. Teaching across this area of learning is good and ensures that children are well placed to tackle the challenges of the literacy hour when they enter the main school. Each child is set targets based on the baseline assessment which are used to guide teaching. One of the strengths of the teaching is the very good interaction between the two adults and the way in which adults interact with children, encouraging them to give detail in their responses. No children for whom English is an additional language were in the class at the time of the inspection to make any judgement about their progress.
71. From their earliest days in school, children are encouraged to join in discussions and to give their opinion. Teachers involve children well in class discussions, pitching their questions appropriately for the age range. Informal talk is encouraged when children are involved in independent activities, and they have opportunities to join in songs. They listen well to stories, concentrating hard and following the pictures. They can follow simple instructions accurately. By the end of the Foundation Stage, the majority of children can express their thoughts and feelings well.
72. Opportunities to develop the early skills related to reading are good. Children are encouraged to share and read books. Stories are a regular feature of the day and large print books are used well to focus children's attention on the text. All four children in the class know which way to hold a book and that print carries meaning. There is a strong emphasis in these sessions on the enjoyment of reading. A reminder about sounds and the reading of frequently used words is a natural and regular part of every activity and provides a secure basis for early reading. Planning ensures that all children share frequent and focused early reading activities with an adult. Books are regularly sent home so that parents can support this element of children's learning. By the end of the Foundation Stage, children recount the main part of stories they have heard. The great majority achieve the early learning goals related to reading.
73. By the end of the Foundation Stage, children can write their name, though some are confused about capital letters. From the outset, children are taught the single letter sounds and how to write them, and are encouraged to write whenever the opportunity arises. In one lesson, children were asked to identify a question and then form one themselves. Most of them formed letters correctly and reasonably legibly. Most of the children, apart from a few of those with special educational needs, attain the early learning goals in writing by the end of reception year.

Mathematical development

74. The provision for mathematical development is good and children achieve well. The teacher has a repertoire of songs and rhymes to reinforce number and makes many opportunities to reinforce their understanding by counting. In a lesson which reinforced counting to ten, the teacher introduced the song *Ten green bottles*, to help them with counting backwards. By the end of the Foundation Stage, attainment is appropriate for the children's age. By that stage, children have experienced a full range of mathematical activities, including counting, matching, comparing and shape-work. The majority of children, apart from those with special educational needs, achieve the early learning goals. Activities are relevant to the children's age and experience and work is carefully marked so that children move forward in their learning at a good pace.
75. Teaching of mathematics is good and is clearly targeted on counting, ordering and using numbers. As well as activities focused specifically on mathematics, teachers provide a range of opportunities in other tasks and the every day routines of school. Children can recite numbers in order, counting to ten reliably and a few can count beyond. Some children add on without objects to support them. These children are able to match numbers to objects, and identify the biggest, the middle-sized and the smallest. They make pictograms using their toys on a large piece of paper.

76. Teachers provide appropriate activities to enhance children's knowledge of shapes and patterns. By the end of the Foundation Stage, the higher attaining children recognise squares, circles and triangles. These children can identify these shapes successfully when recognising and copying simple patterns. The majority of children recognise mathematical language such as *circle and square, small and large and tall and short*.
77. Children quickly begin to use their mathematical knowledge in practical ways. They are encouraged to think mathematically when using sand. Independent activities, involving counting, comparing and sorting, are quickly introduced, providing good opportunities to develop and reinforce mathematical language. The quality and level of adult intervention supports this development well.

Knowledge and understanding of the world

78. Across this wide area of learning, most children achieve satisfactorily and reach the early learning goals by the end of the reception year. Teaching in this area is good, although sometimes, the work done in the class session is above them. The time that they spend in groups is used well. Children are given a wide range of opportunities to extend their knowledge of the world in which they live and are encouraged to investigate its features. One example was a nature walk where children closely examined plants, insects and other features in the area outside the school. Children were fascinated by features of a flower, particularly the shades of colour, the stamen and the detail that is not easily visible. They considered the differences between flowers.
79. Children have followed the journey of milk from the cow to the shop. They have drawn simple plans of where they live and they have acknowledge of features of their environment. They have studied the differences between old and new toys and talked to their parents about their lives as a child, including what was their favourite toy. They identified old and new forms of transport. ICT has been used to create a picture of Goldilocks and the Three Bears and children are confident to use the computer without the support of an adult. They use the mouse to drag objects and know the purpose of the directional keys.
80. Children are given many opportunities to work with paper, sand, water and constructional toys. They work well together and learn how to glue and fasten materials together. They cut, tear and fold paper with increasing dexterity, such as the tissue flowers they made for their collage.
81. By the end of the Foundation Stage, most children have reached the early learning goals because of the rich curriculum and the stimulating teaching which provides many opportunities for investigation.

Physical development

82. Teaching and learning in this area are satisfactory and most children achieve satisfactorily to attain the early learning goals by the end of the reception year. The area in the class is too small to allow children access to large equipment for climbing, pedalling or moving through, but children use equipment for physical education and swim weekly. They use the playground and, once a week, have the opportunity to use the climbing equipment and the cars in the toddlers' group.
83. Teachers have high expectations about children using space well and regularly remind them about taking care. All the children move around the classroom with due regard to others. They line up well, without bumping into others and can 'follow-the-leader' sensibly when returning to class.
84. During a session with the toddlers, children in the Foundation Stage climbed carefully and with skill up, through and along the climbing frame. They confidently crawled through a tunnel. The hall was full of adults and children, but children pedalled a car along the safety mats, carefully following the mats and then through the hall, skilfully avoiding adults and children.
85. The children are given an appropriate range of opportunities and resources to develop their fine motor skills. In painting, drawing and writing tasks, provision of small tools like brushes and

pencils ensures that control is developing reasonably. When building with construction kits children lock pieces together skilfully and take them apart, adapting and changing their constructions with care.

Creative development

86. The teaching and learning in this area of development are good and children make good progress to attain the early goals by the end of the Foundation Stage and some exceed them. Planning indicates that teachers provide appropriate opportunities for the children to explore different media and in lessons, good advice and intervention from adults ensures this area is well taught.
87. Children sing frequently and they enjoy rhymes and songs. They join in whole school singing with confidence. Displays in the corridor show a delightful range of examples produced by children during the Foundation Stage. Paintings of animals show confidence with colour. Children mix paints to produce different colours. Their paintings of flowers were bold and they used appropriately bright colours. They painted with intense concentration, enjoying their work and taking great pride in it.
88. Children are given good opportunities to take part in role-play. In a history lesson, they played the part of nurses. In the role-play area, which was a garden shop, one child confidently sold seeds in the shop, using the till well and had no hesitation in asking older children what they wanted.

ENGLISH

89. At the time of the previous inspection the standards for pupils at age seven and eleven were judged to be in line with national averages in all aspects of English. Standards have been maintained overall since then. Pupils with special educational needs make good progress across the school. There is little difference between the progress of boys and girls within the school. The school uses optional assessment tests and existing data to draw up targets for Year 6 pupils and identify pupils of above and below average attainment. The target for 2002 is 70 per cent of pupils attaining level 4. Inspection findings indicate that if pupils continue to maintain progress this target will be met.
90. Throughout the school, pupils achieve satisfactory levels in speaking and listening so that by the end of Year 6 they accurately communicate their ideas and are developing the skill of presenting a reasoned argument. Younger pupils are encouraged to listen carefully to teachers' questions and develop the skill of using the question to form part of the answer, rather than give one-word answers. Teachers encourage pupils to develop a wide and appropriate vocabulary. They present a good role model for the less confident. This enables pupils to contribute clearly and with confidence in lessons, showing an awareness of their listeners. Younger pupils, sharing information from previous lessons about plants and creatures in the environment, talked with authority of those they could see in a poster and compared that scene with what they expected to find in the school grounds. Older pupils, sharing the book "The Magpie Song" by Lawrence Anholt, compared the language used by adults in the story with that of the child. Year 3 and 4 pupils, researching the specialist vocabulary of advertisements, discussed the use of persuasive language to sell goods and services. Frequent opportunities to talk before an audience in class or group - for instance, in the school council or assemblies for parents - has a positive effect on pupils' abilities to express themselves accurately and use language effectively to explain, enquire and compare. However, sometimes teachers accept one-word answers rather than expect pupils to develop an argument or use the question to provide part of the answer. All pupils practise their speaking skills through reading aloud to an adult or group within the class. Pupils generally use the punctuation and phrasing in a text to ensure that they understand what they are reading and share knowledge from their reading with others. By the end of Year 6 all pupils, including those with special educational needs, are articulate in most situations and listen carefully to complex instructions. They have a wide and appropriate vocabulary and are confident orally.

91. Standards of reading are above national averages at the age of seven and average for eleven year olds. Younger pupils read accurately from the school's reading scheme of progressively more difficult texts, consolidating their skills well. Older pupils use skimming skills to scan text in such as history and geography. Year 2 pupils, for instance, read fluently and expressively, enjoying the texts as they read them aloud. They use taught skills of breaking words into parts effectively to read unfamiliar word in stories, correcting their error when they realize that what they have said does not make sense. Older pupils read an appropriate range of fiction and non-fiction texts with confidence. Pupils tackle unfamiliar text with confidence and talk about different authors and styles of writing; this was particularly evident when Years 3 and 4 were investigating persuasive language in advertisements. Pupils could identify the difference between factual information and a slogan and could recall other slogans that had caught their eye. Pupils in Years 5 and 6 are reading books by a wide range of authors such as Terry Deary, J Rowling, Jackie Wilson and Roald Dahl. Home-school reading diaries include lists of books, dates and pages read, with parents and teachers making constructive comments on children's oral skills, likes and difficulties.
92. Standards in writing are average at age seven and eleven. This represents satisfactory progress across the school. Year 2 pupils are aware of the construction of a sentence and how to compose a question to find factual information as well as the use of capital letters and full stops. High frequency words are spelt accurately with letters properly formed and consistent in size. Pupils write for different purposes including sequencing text, retell well-known stories, construct their own stories and list instructions. Pupils enjoy words and use a wide range of appropriate and technical vocabulary depending upon the task and audience for their writing. Year 6 pupils write using a range of interesting and lively vocabulary precisely to convey their intentions. Samples of work show that they practise a wide range of skills, constructing sentences using secure grammar including adjectives, nouns, adverbs and connectives. Pupils write in a range of different styles, practise chronological report writing, informal and formal letter writing, diaries and stories. Pupils' presentation skills are satisfactory with handwriting joined and legible though some older pupils still write words that are erratic in size, shape and space. Across the school pupils of below average attainment and those with special educational needs make good progress as a result of the quality of support from teachers and support assistants. At the time of the previous inspection the need to provide opportunities for pupils to produce extended writing was highlighted. Although this situation has improved, there is still work to be done, especially in drafting, editing and redrafting as well as writing for extended periods of time across a wide range of subjects.
93. The National Literacy Strategy has been well established in the school and is used flexibly to develop pupils' skills in English. The school also uses the national scheme for early literacy support and additional literacy lessons to boost the progress of pupils who will benefit from extra adult input. Literacy is generally applied well across the curriculum. Pupils' developing skills support their progress in all subjects that have a reading or writing component. In history for instance they reported on World War Two, writing about evacuation, the blitz and rationing.
94. The quality of teaching across the school is good, and much is very good or excellent, especially for younger pupils. Teachers make very good use of the National Literacy Strategy throughout the school. No lesson is taught in isolation. Pupils are given the opportunity to practise previously taught skills, extend and develop concepts further and a plenary session at the end of each lesson is used well to ensure that pupils have met the learning objectives. Booster classes for pupils have also been utilized to improve attainment. Very good learning occurs where relationships are strong and pupils thus enjoy their learning. Teachers share lesson objectives so that pupils know what they are expected to learn. Teachers hold high expectations that pupils' behaviour will not interfere with learning and the acquisition of skills, knowledge and understanding. Teachers teach basic skills very well, giving pupils plenty of varied opportunities to be involved with their own learning and a wide range of resources to work with. Good use is made of structured, open questioning to motivate and check understanding and pupils usually respond positively to questions. Teachers plan work to stimulate learning for pupils of all abilities in their classes. Support staff are used effectively during lessons. Even during whole class sessions, support staff sit with pupils ensuring that they understand and behave appropriately. In group activities, support staff have specific teaching and learning plans drawn from pupils'

individual learning plans, supporting and extending the learning of pupils with special educational needs.

95. Pupils' attitudes to their work are good overall with younger pupils in particular having very positive attitudes. The majority enjoy sharing texts and resources, co-operating and collaborating positively. They have good relationships with adults and each other. Pupils work hard and can sustain their concentration for some considerable periods of time. They take responsibility for giving out and collecting in resources at the beginning and end of lessons and are active participants in their learning.
96. English is well managed by an experienced senior member of staff. She has the skills and knowledge needed to be effective in supporting colleagues and evaluating the quality of teaching and learning. Through lesson observations, evaluating samples of pupils' work and monitoring of teachers' lesson plans as well work in pupils' "special books", she has a clear picture of the standards in the school and arranges staff training to increase expertise and drive up standards further. The literacy strategy has been implemented effectively and teachers are encouraged to adapt the strategy to match pupils' specific needs. The co-ordinator has encouraged and developed the skills and confidence of the teaching and supporting staff. The policy and scheme of work are appropriate to the school and subject to ongoing review by the co-ordinator for effectiveness. A good range of resources has been established to meet the needs of the different abilities of pupils.
97. Assessment in English is good and is used well. National test results are used effectively to track the attainment of all pupils, including those with special educational needs. Regularly pupils work in "special books" and these are assessed consistently to identify strengths and weaknesses and give a clear picture of progression. They are used to set learning targets. Pupils have targets that they understand, drawn from these assessments. The school has a library that is well stocked with a good range of information texts, literacy strategy books and fiction. Non-fiction books are classified by the Dewey library classification system, fiction by alphabetical order of authors' surnames. The library is equipped for pupils' independent researches, though for periods of the day it is timetabled to support literacy and numeracy groups and the early literacy support work within the school. Classrooms have computers and pupils have access to the computer suite to support English work. English makes a good contribution to pupils' moral, social and cultural development through the opportunity to co-operate together, sharing resources, taking turns to take part in discussions and using a range of texts from different cultures and periods of history.

MATHEMATICS

98. Too few pupils took national tests to make a valid comparison with national data. However, all pupils in Year 2 reached the average level or above as did over half of Year 6, despite over half having special educational needs. Staff have been analysing the results for two years and found that there were weaknesses in division and multiplication. Information from the analysis has been used to set targets for individual pupils, which has led to improved achievement. The inspection found that pupils are now making good progress and attainment at the end of Year 6 is average. Higher attaining pupils are attaining the standards that they should, as do lower attaining pupils and those with special educational needs. One such pupil spoke of his love of mathematics. He is highly motivated and is doing well. Seven year olds are also making good progress and are reaching average standards. The very few pupils from minority ethnic backgrounds make good progress as the school is highly inclusive.
99. Teachers have been focusing on problem solving and skills in this area are satisfactory and are developing well in all year groups. In most lessons, teachers set a problem and ask pupils to talk about it with another. Pupils respond to this well and are eager to meet the challenge. The discussion that ensues helps to clarify their thinking about the problem and leads to good learning. Another strength in all year groups is the use of mathematical language by pupils to describe their workings out. Teachers model the use of language well. Some rooms have

mathematical language on display and pupils refer to this. Their answers therefore have precision.

100. Seven year olds develop good skills with number, they estimate well and are confident when handling simple problems involving money. They develop a good understanding of odd and even numbers. By the end of Year 6, most pupils are confident to handle numbers to three decimal places and know when it is appropriate to use a calculator. They understand the mathematical processes they need when they use one. They also understand the idea of positive and negative numbers and used this understanding to work out differences in temperature on a thermometer. The skills of average and lower attaining pupils in mental mathematics are less well developed in Years 3 and 4. Staff are aware of this and are working to develop these skills. This was seen in a Year 5 and 6 class, when the teacher began with a lively mental mathematics session and ensured that all took part. Pupils enjoyed the activity.
101. Pupils in Year 2 recognise shapes and the language of shapes. By the end of Year 6, most pupils understand how to find out the area of a shape and its perimeter. Higher attaining pupils can calculate the area of a complex shape by working out the areas of the shapes within it and adding or subtracting as necessary. They measure the shapes accurately in order to do this. Mid-attaining pupils are confident to work out the perimeter of odd shapes using similar processes, but are less confident with the area of these shapes. By the end of Year 2, most pupils understand how to use simple graphs and by the end of Year 6 they learn that data may be represented in various ways, and explore the relative merits of different forms of graphical representation.
102. Pupils use their skills of numeracy well in other subjects. They measure carefully in order to produce work in design and technology. They understand the idea of scale when they look at maps in geography and can produce their own maps. In history, they use timelines to help understand the past.
103. Most pupils have positive attitudes towards mathematics and in Years 1 and 2, their attitudes are very positive. This is because the lessons are stimulating and have a brisk pace. Their behaviour is very good in Years 1 and 2 and good in Years 3 to 6. This is because teachers have high expectations of the behaviour of pupils in their classes. A few boys sometimes lose attention, but they do not disrupt the class. Pupils work hard and sometimes independently use the resources of the classroom, such as mathematical vocabulary or number lines, when they have a problem.
104. The teaching of mathematics is good in all year groups. The National Numeracy Strategy is used well by all teachers. In addition to the points already mentioned, teachers plan well using the subject guidance and this supports their understanding of the subject. The structure of the numeracy hour is used well to ensure good progress through consolidation of learning and careful introduction of new ideas. Work is carefully matched to the needs of each pupil, and in class sessions, as teachers know the pupils so well, questions are carefully targeted at pupils to challenge their knowledge. The mixed age classes are used flexibly to group pupils of different attainment, so that all learn at the pace that is appropriate for them. Resources are used well, such as the example above of the whiteboards, so that pupils' interest is maintained. ICT is used well; a program is in daily use for pupils with special educational needs.
105. Assessment is used well to set learning targets for all pupils. It is used to measure progress, but the information is not as easily read as it is in English. Questions on previous test papers have been analysed to find out how well pupils understood the questions and where there was some confusion. This information has appropriately fed into the teaching. Marking of work consists mainly of ticks and supportive comments; there are no examples given of how to work out problems that pupils have done wrongly.
106. An action plan has been drawn up for the subject, using the analysis of information from assessment and the school development plan. This is followed very well by all teachers. One example is the use of a response partner to discuss problems with, which was observed in each classroom. The form that is used to give information about progress is not as useful as the one

for English, as a points score is not used to predict future performance or to measure progress from one year to the next. Staff are planning to tackle this.

107. The subject is well led and there has been good progress since the last inspection. Skills in investigative and mental mathematics have improved. Progress through Year 3 to 6 has improved as tasks are now appropriately graded to take account of the different levels of attainment.

SCIENCE

108. The last inspection found that work in experimental and investigative science was weaker than other areas. In 2001, pupils at the end of Year 2 did well in most of the areas of science except in the experimental and investigative area. However, nearly all the pupils reached average attainment. Year 6 pupils did better in science than in English and mathematics, as over half reached average attainment.
109. The inspection finds that attainment in Years 2 and 6 is average and that pupils achieve appropriately. Experimental and investigative work has improved as pupils are given many opportunities to develop skills in this area. Assessment is not used as well as in English and mathematics to track progress and set targets. The scrutiny of work indicated that most pupils have done similar work, but in most of the lessons observed, work matched the different levels of attainment well. Higher attaining pupils usually achieve satisfactorily but occasionally, they mark time in the class part of the lesson, as their knowledge is not extended as well as the mid-attaining pupils.
110. By the age of seven, pupils make predictions, investigate and compare the differences between local habitats. For example, in a lesson with Years 1 and 2, pupils were studying the variety of plants and animals in the school grounds. They used their clipboards to make records of their findings and included drawings and labels or descriptions. They demonstrated good observational skills and correctly identified the differences between plants and flowers. They also took care of the environment as this was a feature of the lesson.
111. Pupils worked well in small groups as they explored specimens before returning to the classroom to record their findings. During the year, pupils have made studies of growing up and understand about how they have changed and developed since they were babies. They have learned to classify materials such as wood, metal, plastic, glass and textiles and have been introduced to studies of forces, gravity and what conducts electricity. With support, they use simple equipment such as hand lenses and they respond to suggestions about how to find out and record their findings.
112. By the age of eleven, pupils are aware of how to conduct a fair test, and they are confident to hypothesise and to experiment. Pupils in Year 6 undertook an investigation involving separating soil from water, as part of their learning about reversible and irreversible changes. They knew about filter paper and how to fold it and they postulated why the water coming out was grey. One suggested it was small particles of soil that slipped through the filter paper, another that the soil had dyed the water. Pupils understand the effect of exercise on their bodies, and what they need to eat to stay healthy. They know the difference between solids, gases and liquids and the effect of pressure.
113. Pupils enjoy science and apply themselves well in lessons. Their behaviour is good as teachers manage behaviour well. Pupils in all years are curious about their world and so enjoy the lesson. They work independently, trying out ideas. They collaborate extremely well when they work in groups or pairs. Pupils respect the views of one another and listen attentively when a fellow pupil gives an explanation. They also tidy away willingly after they have finished their work. Relationships in the classroom are very good as teachers value each pupil. This gives them confidence to contribute their ideas and therefore to learn.
114. Teaching overall is good. Teachers are helped in their understanding of the subject by national subject guidance which has been appropriately adapted to meet the needs of pupils in the school. Lessons are well planned so that pupils' skills, knowledge and understanding are built up incrementally. There is very good encouragement to hypothesise and describe what has happened, often using specially designed proforma to record observations. Scientific language is encouraged well, and is displayed for reference. It is not always corrected when it is spelt incorrectly in the pupils' work. Pupils with special educational needs are supported well and one pupil said that science was a favourite subject as a result. ICT is not yet used as part of teaching and learning in science.

115. The subject is well led although monitoring has not taken place as it is planned for later in the term. The action plan identifies appropriate areas for development. Some marking makes suggestions as to how work can be improved, but this is not always the case. Equipment for experiments is limited - for example yoghurt pots had to be used instead of beakers in one experiment and they were too small for the experiment to work successfully. Equipment has to be borrowed from other schools in the cluster. The subject makes a strong contribution to spiritual development as pupils are encouraged to explore their world and appreciate its wonders.

ART AND DESIGN AND MUSIC

116. The last inspection found that progress in music was very good. This continues to be so, due to the high expectations of the teacher. At both key stages, attainment in both art and music is average overall, but attainment in painting and in performance and composition in music is above average.
117. In art, by the end of Year 2, pupils make good choices of colours and talk about what they like about their work and how it can be improved. They observe carefully and reproduce their observations carefully, taking note of shades and detail of the piece that they are observing. This was seen when pupils were asked to do observational paintings of flowers. Their work was bold and imaginative. By the end of Year 6, pupils have developed these skills well and their work is lively and expressive. Pupils had produced paintings of flowers in the style of ones lent by the local art club. They had collaborated on them and each painting was passed round the older classes for five minutes to add to the piece. The paintings showed flair and imagination. Pupils chose images and colours well, they employed very good techniques such as careful brush work to show shades. The work was confident, vibrant, yet had a delicacy in its production. ICT is used as part of art; a program was used to design pictures in the style of pointillism. Three dimensional work is produced from time to time, but little was available during the inspection apart from structures in black and white. Pupils are introduced to art from other cultures such as patterns from India and Africa. They use sketch books to try out their ideas, but these are at an early stage.
118. In music, pupils develop good listening skills and by the time they leave the school, their skills are well developed. Singing is very good. Pupils in Year 2 sing enthusiastically and by the end of Year 6, singing is tuneful, joyous and accurate. Notes are sustained well and pupils sing with expression. Pupils in Year 6 are confident to experiment when composing and have a good understanding of rhythm, beat and the sounds that instruments make. Their skills of evaluation are satisfactory but are less well developed than those of performance. Pupils who study the flute, violin and recorder attain highly in performance. They have a good understanding of musical terminology. Pupils who play recorders have the confidence to lead the singing in assembly.
119. Pupils enjoy their art and music lessons and work with great interest. They are proud of their works of art and enjoy composing. They concentrate well and have good skills of independence, choosing appropriate colour and technique in art, and sounds and instruments in music. They collaborate very well. Relationships are very good, pupils respect their teachers and listen carefully when their peers are performing or talking about their art. All pupils handle equipment carefully and they tidy up after themselves.
120. Teaching of art is good. Teachers question pupils carefully in order to develop their skills of observation. They have a good understanding of the subject, helped by national subject guidance. Lessons are well planned and pupils with special educational needs are supported well. Team work between the classroom assistant and the teacher is good which helps the pupils to make progress as information about the pupils is shared. Resources are used well to stimulate interest.
121. Pupils in one class were asked to draw a chair and use colour imaginatively. The teacher joined the pupils by painting her own picture alongside them. Learning was extended when they were next asked to combine the details of three chairs into a picture. Pupils worked with interest and their final work was imaginative and interesting. Many had noticed fine details of the chairs and

combined them with a good choice of colour. The teacher talked to them individually about how they could improve their work, drawing on their ideas. Finally, she went through each piece and evaluated them quickly, including her own in the evaluation. This gave a very good model to the pupils and helped them to develop skills of evaluation.

122. Only one lesson of music was observed during the three days of the inspection. A specialist music teacher teaches all of the music in Key Stage 2. The teaching is very good, expectations are high and lessons have a brisk pace. Pupils are encouraged to develop a specialist musical vocabulary, so they discuss what they compose, perform and hear with precision. Pupils are managed extremely well, including those with special educational needs who are included in the lesson and are motivated to take part. Music from other cultures is introduced. During a demonstration of the pentatonic scale, pupils gave examples of Chinese, Irish and Indian music using this form. The teacher's expertise in playing instruments is used extremely well as a model for the pupils. The teacher understands the learning needs of the pupils and targets questions to challenge their understanding. Apart from this, the work is the same for all pupils, although those who play instruments are expected to produce work of a higher quality. Assessment is carried out well using national guidance for music.
123. Art and music are valued by the school, which supports the learning of pupils. Pupils' works of art are proudly displayed in a prominent position. Many opportunities are given to enjoy music. ICT is used in both subjects, keyboards are used in music and programs to create two dimensional works of art.

DESIGN AND TECHNOLOGY

124. Due to timetabling arrangements, it was not possible to see any lessons in design technology during the inspection. From examining displays of pupils' work, samples of their plans and evaluations in their design technology books, as well as teachers' plans and the school curriculum, it is possible to judge that standards are at least average across the school. At the time of the previous inspection, standards in design technology were judged to be in line with national expectations overall and progress was satisfactory. These standards have been maintained.
125. Younger pupils are completing a unit of work on wheeled vehicles. In this pupils are undertaking a series of lessons during which they study a design brief, produce a design, list the materials they need, draw labelled diagrams and test their vehicles for efficiency of movement. From the samples of their plans on display it is clear that pupils enjoy their work. They take care with their designs and use the skills developed through the literacy and numeracy projects to help with considering the size and scale of their machines and labels on the materials to be used. They put some considerable effort into checking that their product meets the design brief, and then they evaluate their work by testing it.
126. The library area and the classrooms for older pupils show the range of tasks and the standards achieved. Through each piece of work the pattern established when younger of studying the brief, identifying the need, producing a design, considering the materials and manufacturing process and evaluating the product, are used in increasingly complex work. Pupils have tested, evaluated, produced and tasted a range of breads in food technology, considering different recipes, including those from different countries. The range, materials and designs for different packets have been investigated; for instance, packets are opened and flattened and their nets copied. The need for tabs for fixing the shape together is considered and put into pupils' own designs for packets. The current project, slipper making, has extended pupils' construction skills including considering how to join a range of materials from slippery satins to thick fur fabrics.
127. Although no teaching was seen, it can be judged to be good because the enthusiasm of the pupils, their keenness to show and explain their products and the care with which they were displayed give evidence of the planning and focus on the development of skills that go into teachers' plans. Teachers are clear of the differences between art and design and design and technology in that displays and samples give evidence that pupils are encouraged to consider

fitness for purpose in their work, evaluate their own and others' work and suggest modifications to materials, shape and working practice.

128. The policy and scheme of work ensure that pupils' designing, planning, evaluating and developing skills are continuously and progressively developed. The school uses a nationally produced scheme of work adapted to meet the needs of the school. Design and technology is monitored by the co-ordinator through planning reviews, observations of work produced and discussions with pupils and staff. Resources are appropriate in range and number to enable a full curriculum to be taught.

GEOGRAPHY AND HISTORY

129. It was possible to see only a limited number of lessons in geography and history. From discussions, scrutiny of pupils' work and examination of the work on display, pupils aged seven and eleven are attaining average standards. In spite of changes to the National Curriculum over the last few years, the school has been able to maintain the standards of the previous inspection. This is because the school curriculum has been focused upon developing pupils' researching and investigation skills in both subjects and practising those skills across the geography and history curriculum. Their progress in developing knowledge and skills is satisfactory overall.
130. Younger pupils, in their work on the environment, have knowledge and understanding of weather changes and what to expect in the spring. They consider the local area, locating key places in the community, including their homes. With work linked to science they consider the range of habitats of different creatures in the school grounds, and match them to reasons why people settle in areas, near food, water and shelter. In discussing a picture of Florence Nightingale pupils recognise her clothes as being Victorian and could recall the Victorian day held in school. Their work on chronology and timelines is supported by the numeracy project. They know that Victorians lived in the past and we live in another age. They know that much in our period is similar to that of Victorian times but there are significant differences, especially for ordinary people.
131. Older pupils have researched mountains and volcanoes and have used the internet in their researches. Currently they are studying the school environment, identifying different areas and how they have changed over time. They are skilled at identifying problems and using research to find out the answers. Having studied the Victorians in history, older pupils are now researching ancient Egypt. They located the country on maps of today and then considered it in its past. They researched the importance of the Nile for the development of the civilisation and its importance to life in Egypt today. In their work on World War Two, pupils, especially in Years 3 and 4, planned interviews with visitors to the school, particularly those evacuated into the area. They mounted these reports alongside a collection of photographs of the blitz, bombing of key cities and the life of ordinary people during the war.
132. Pupils are excited by and enjoy their geography and history work. They bring in extra information found at home, from their parents and grandparents, their neighbours, books from the library and facts discovered on the internet. The quality of teaching of both subjects is good. Teachers carefully plan a curriculum that enables pupils to fully develop their investigative and researching skills as well as learning information and developing understanding of how and why people behave as they did. They ensure that pupils have a good range of resources, arrange visits and visitors to support and monitor pupils' progress to guide learning further. Geography and history make a good contribution to pupils' literacy development when they read about the circumstances, people and events in other times and places. In written work pupils take care with presentation skills with neat handwriting and careful illustrations. Discussions are carefully focused and the majority of pupils take turns, listening carefully to each other and their teachers. Teachers have high expectations of the behaviour of their classes and relationships are very good. Pupils are supported well so learning is good.
133. The subject co-ordinators have reviewed the curriculum in accordance with national initiatives. Units of a nationally produced scheme of work are matched to the school's requirements to

provide a curriculum that is suitably broad and balanced and that extends pupils' knowledge and understanding incrementally. The school has a good range of books and resources and these are supplemented by the local library service. The school also borrows from members of the community.

INFORMATION AND COMMUNICATION TECHNOLOGY

134. At the time of the previous inspection, information and communication technology was highlighted as an area for improvement. The school has made good progress since then in most areas, including pupils' skills, knowledge and understanding, resources and teachers' training and confidence. The development of internet skills has been slower due to technical problems with the server. Now pupils are making good progress in developing their skills, as lessons are planned and skills taught to pupils to enable them to use the internet and send electronic mail.
135. It was not possible to see many lessons during the inspection in ICT. Samples of pupils' work and teachers' plans, discussions with and demonstrations by pupils of their learning, discussions with staff and examination of the curriculum give evidence that standards for pupils by the ages of seven and eleven are now average overall. There are no differences in achievement caused by gender or by pupils' prior attainment. Any differences that do occur are caused by variations in opportunities to practise their skills at home.
136. All pupils make at least satisfactory and most make good progress in their learning. At the time of the previous inspection, standards were judged to be below average at age seven and eleven. Although expectations of the subject have changed since that time and demands on pupils are now greater, pupils' knowledge and skills have risen faster than would be expected and most pupils attain these raised expectations. The use of ICT as a tool in other subjects such as English, history and geography is evident in samples of pupils' work as stored on their individual floppy disks, in their ICT books and about the school. Pupils in Years 5 and 6 have written their own myths, fables and legends using ICT. They have identified icons and proof read their work carefully using spelling and grammar checkers. Cameras have been used to take photographs along the River Tamar for geography work on rivers while pupils in Years 3 and 4 have found information on the internet to illustrate their work on volcanoes.
137. As it was possible to see only a limited number of lessons, a group of older pupils gave a demonstration of their knowledge and skills. The pupils were able to log onto the computer, identify a range of programs from the menu icons, open programs, use and explain how they would change the text, fonts and colours, add illustrations and print out their work. They could save and exit correctly, leaving it ready for the next user. Pupils load programs from floppy disks and CD-ROMs and access the internet. Throughout the school, pupils develop and practise word processing skills, use data handling and spreadsheets and use clip art and drawing programmes to make their posters and writing more interesting. They compose lists using bullet points and numbering and have access to a digital camera to add photographs to their work. They have good skills on the internet. Younger pupils reinforce their control work, taking the programming of the mobile computer, the 'Roamer', onto the computer in their classroom and moving the screen 'Turtle' to draw two-dimensional shapes from the mathematics curriculum.
138. As they move through the school pupils build up good skills across a wide range of communication equipment. Pupils can use video players, tape recorders, compact disk players and cameras. The school has a good range of software to support learning in most curriculum areas and new programs have been purchased to match the new computers so that pupils can continue developing their learning in this area.
139. Although only a limited amount of direct teaching was seen during the inspection, all the lessons were good. Pupils are encouraged to develop a secure skills base. They are given plenty of experiences upon which to build confidence. Teachers understand the programs that they choose to use. Teachers directly teach computer skills, encouraging pupils to have a go and experiment so that they solve problems. They have high expectations of pupils' independence with the equipment, pupils enjoy this responsibility, and the result is an improving understanding of their work. Teachers plan for pupils to practise skills and use the computer for research, they share their own expertise and knowledge and make on going assessments to guide learning further.
140. Teachers are encouraged to make steady improvements to their knowledge; understanding, skills and confidence, with staff training needs addressed appropriately using New Opportunities

Funding. The school engages a part-time technician to ensure that equipment is safe and regularly maintained. Staff expertise is shared across the school, the staff talk to each other informally and share experiences and skills. The policy for ICT and the subject guidance are subject to regular review and include permission slips for internet use by parents and attention to pupils' health and safety. Assessment procedures are being developed that are not time-consuming but will enable teachers to check pupils' progress and effectively plan future learning. Resources are good with the four computers in the suite supported by a computer in each remaining class, including the reception. All computers are on the internet. Together the suite and in-class computers give teachers the opportunities for flexibility of use, pupils can practise and use skills without having to wait till their time in the suite.

141. The school has made very good progress since the previous inspection and has strong plans to develop pupils' knowledge, skills and understanding as well as staff expertise further, to enable ICT to offer full support to all areas of the curriculum.

PHYSICAL EDUCATION

142. It was possible to see only two lessons during the inspection, both in Years 3 to 6. Pupils in reception and Years , 1 and 2 attend swimming lessons with their class teacher and an instructor specifically engaged for this purpose. The requirements of the National Curriculum are fully met with a good range of extra-curricular activities supporting the work within classes. Older pupils have the opportunity for adventurous outdoor activities on their residential visits.
143. Attainment across the school is average. Pupils make good progress in developing their knowledge, skills and understanding across the school, especially in team games, keeping themselves safe. They understand how exercise enables them to keep healthy. The two lessons were focused upon developing games skills, especially the bowling and catching skills related to cricket and gymnastic skills, including using a range of apparatus inventively and safely. The rest of the term will also focus upon developing a range of athletic skills. Older pupils also go for a weekly swimming lesson every Autumn and Spring term. Pupils attain good levels of skill in throwing and catching a ball, building up their skills to playing simple batting games, learning the rules of playing games accurately and carefully. They work well individually, in small groups, pairs and in teams. Pupils learn how to take out gymnastic equipment safely and work in the confined space of the hall without incident.
144. Pupils show positive attitudes to their work. They enjoy the opportunity to move, use equipment and develop skills further. While older pupils listen carefully to instructions, especially regarding safety, younger ones become excited and need great skill from the teacher to channel their enthusiasm into their work. The teaching is good. Teachers pay careful attention to warm up and cool down activities, appropriate to the curriculum focus and health and safety needs. Teachers give clear explanations, demonstrate and identify good practice for pupils to evaluate and encourage them to be critical of their own performances. Teachers have high expectations and time is used effectively to develop specific skills. Pupils with special educational needs are supported and encouraged to have full access to the curriculum.
145. The subject is well managed, although it has not yet been monitored as this is planned for later. Resources are well organised and maintained. Since the previous inspection, many new items of equipment have been purchased, including a work frame into the hall that enables pupils to climb, roll and turn through many levels and to which ladders, slopes and beams can be added. The hall is rather small for older pupils to work in mainly because of the need to store tables, chairs and other equipment for other functions. A range of extra-curricular activities is available led by staff and parents and these give good support to the curriculum. The school has physical educational links with the secondary school and is involved with the TOP sport initiative.