

# INSPECTION REPORT

## **CROWAN PRIMARY SCHOOL**

Praze-an-Beeble, Camborne

LEA area: Cornwall

Unique reference number: 111810

Headteacher: Mr Max Rogers

Reporting inspector: Mr Graham Sims  
28899

Date of inspection: 9<sup>th</sup> – 10<sup>th</sup> December 2002

Inspection number: 247145

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
School address:	Moorfield Praze-an-Beeble CAMBORNE Cornwall
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Appropriate authority: The governing body

Name of chair of governors: Mr Frank Curnow

Date of previous inspection: 7<sup>th</sup> October 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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## REPORT CONTENTS

Page

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

**6**

Information about the school  
How good the school is  
What the school does well  
What could be improved  
How the school has improved since its last inspection  
Standards  
Pupils' attitudes and values  
Teaching and learning  
Other aspects of the school  
How well the school is led and managed  
Parents' and carers' views of the school

### **PART B: COMMENTARY**

**WHAT THE SCHOOL DOES WELL**

**11**

**WHAT COULD BE IMPROVED**

**15**

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

**17**

### **PART C: SCHOOL DATA AND INDICATORS**

**18**

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

### **INFORMATION ABOUT THE SCHOOL**

Crowan Primary School is situated in the village of Praze-an-Beeble, to the south of the Cornish town of Camborne. The school is part of the Camborne Pool Redruth Success Zone. It has 138 boys and girls on roll between the ages of four and 11 and is much smaller than most primary schools. Most pupils come from the village and the surrounding rural areas. The socio-economic backgrounds of the pupils vary widely, but are average overall. Although the school is on the edge of a rurally deprived area, only seven per cent of the pupils are known to be eligible for free school meals, which is below average. No pupils come from ethnic minority backgrounds or from homes where English is not the main spoken language. The percentage of pupils who join or leave the school, other than at the usual times of joining or leaving, is above the national average. A quarter of the pupils have been identified as having special educational needs, which is above average. Ten pupils receive help from outside specialists for a range of needs, most of which relate to moderate learning difficulties. One visually impaired pupil has a Statement of Special Educational Need. Children are admitted into the reception class at the beginning of the year in which they have their fifth birthday, attending on a part-time basis until the term in which they are five. The attainment of children when they start school is generally average. The school's staffing situation is stable and, apart from improvement to the school's resources for information and communication technology, there have been no major changes since the last inspection.

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

Crowan Primary School is a good school, which provides good value for money. It is a happy school, in which pupils develop increasingly positive attitudes to their work and a growing sense of responsibility as they move through the school. The teaching in most classes is good, which enables pupils to make good progress in their learning and to achieve standards which are generally above average by the end of Year 6. However, standards at the end of Year 2 are lower than they ought to be. Under the leadership of its long-serving headteacher, the school is well organised and runs efficiently. However, other staff do not have enough responsibility for managing the curriculum and monitoring standards of teaching and learning.

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

- Pupils achieve above average standards in English, mathematics and science by the end of Year 6.
- The overall quality of the teaching is good, and pupils make good progress in most classes.
- Pupils have positive attitudes, behave well, show a sense of responsibility and relate well to others.
- Staff provide a very good standard of care for the pupils and help them to develop personally.

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

- The standards pupils achieve by the end of Year 2.
- The leadership provided by subject coordinators.

*The areas for improvement will form the basis of the governors' action plan, which will be sent to all parents and carers of pupils in the school.*

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

There has been a satisfactory degree of improvement since the last inspection in October 1997. The school has tackled most of its previous key issues effectively. Through improved planning procedures and the adoption of published schemes of work, the school now meets the full

requirements of the National Curriculum. Some work still remains to be done to ensure that the curriculum is adapted in the best way to suit the school's mixed-age classes. Provision for information and communication technology has improved. The school now has more effective assessment procedures and a much better idea of the progress pupils are making from one year to the next. The governing body has become more effective in fulfilling its responsibilities and is better informed about what is happening in school. The school's formal procedures for communicating to parents are satisfactory, although some parents still feel that the school does not work closely enough with them and that they are not fully informed about their children's progress. Although it is a current priority within the school's development plan, little progress has been made in developing the role of the subject coordinator. Improved planning procedures and involvement in national initiatives have led to improvements in the quality of teaching, although for the last year there have been weaknesses in the teaching of pupils in Years 1 and 2. Overall, standards are higher now than at the time of the last inspection.

## STANDARDS

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

Performance in:	compared with			similar schools	Key	
	all schools					
	2000	2001	2002	2002		
English	C	A	C	C	Very high	A*
mathematics	A	A	A	A	Well above average	A
science	B	C	C	C	Above average	B
					Average	C
					Below average	D
					Well below average	E
					Very low	E*

The table indicates a fluctuating pattern of results, as is often the case in small schools. Over the last few years, the school's overall results have been above average. In 2002, the results in English and science at the end of Year 6 were almost identical to the national average and to the average for similar schools. In mathematics, the results were well above both averages. Over the last five years, the school's results have improved at a faster rate than the national trend. The school sets itself appropriate targets and is, generally, successful in meeting them. Results in the national tests at the end of Year 2 were below average in mathematics, well below average in reading and amongst the bottom five per cent of schools in writing. This marked a dramatic decline from the previous year, when the results were well above the national average, following a period of steady and significant improvement.

The attainment of children at the start of the reception year is average. Children make good progress in their personal, social and emotional development, and in acquiring literacy and numeracy skills. By the time they start Year 1, most children are securely achieving the expected standards for their age. Last year, pupils in Year 2 made poor progress during the secondment of the class's regular teacher, who has subsequently left the school. Although the situation has improved to a certain extent this year under a new teacher, pupils are not progressing as well as they should, and standards are below average in English and mathematics. Progress improves significantly from Year 3 onwards. The pupils who achieved so poorly in Year 2 last year have made significant progress this year, although their writing skills are still below the expected level. By the time pupils reach Year 6, overall standards are above those expected for pupils of their age. Pupils continue to achieve high standards in mathematics. There is also evidence of much good work in English, with many examples of imaginative and thoughtful writing, and positive indications that standards are higher than those achieved in last year's results. There are also examples of

good work in science, where pupils' practical involvement in the subject indicates a better understanding than that reflected in the school's national test results. Standards in information and communication technology are improving, although pupils' achievements are still limited by the amount of time they are able to spend using the school's computers. Overall, the pupils are achieving well. They leave the school with good literacy and numeracy skills and are well equipped for the next stage of their education.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils develop increasingly positive attitudes as they move through the school. In most classes, they enjoy their lessons and participate with enthusiasm. However, some pupils in Years 1 and 2 do not concentrate well in lessons. By Year 6, pupils show a real interest and eagerness to learn.
Behaviour, in and out of classrooms	Good. Pupils are well aware of the standards expected of them, and they behave extremely well around the school and in most classes. The behaviour of some pupils in Years 1 and 2 in lessons is not always as good as it should be. The pupils are polite and friendly, and there is no evidence of disruptive, anti-social or oppressive behaviour of any kind.
Personal development and relationships	Good. Pupils relate well to one another. The quality of relationships between staff and pupils ranges from excellent to satisfactory. Pupils have a very good sense of responsibility. Most are keen and eager to help, and older pupils carry out a range of duties in a mature and responsible manner.
Attendance	Very good. Pupils are eager to come to school, and the level of attendance is well above the national average.

## TEACHING AND LEARNING

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

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

The quality of the teaching varies considerably but, overall, it is good, and pupils make good progress in their learning. At its best, as seen in some of the lessons in Year 6, it is imaginative, stimulating and interesting, evoking a very good response from the pupils and creating in them a desire to learn. Children receive a good introduction to their education when they join the reception class, where an appropriate balance is struck between more formal teaching and learning through play. At present, the teaching for some pupils in Years 1 and 2 fails to capture their interest, and there are weaknesses in the way the class is managed. As a result, pupils are not making sufficient progress in their learning. In the classes for Years 3 to 6, English and mathematics are taught well. Pupils learn well in these subjects and develop good literacy and numeracy skills. However, pupils' understanding is not consolidated as effectively as it could be through the marking and correction of pupils' work; teachers do not give enough indication as to how and where pupils could improve their work, and pupils do not have enough opportunity to go back over their work to improve it or learn from their mistakes. Most teachers are conscious of the differing needs of the mixed-age groups within each class and plan appropriately to meet these needs. There is good support for pupils with special educational needs, and teaching assistants are playing an



increasingly important role in providing help for these pupils. There is plenty of stimulus and challenge for more able pupils at the top end of the school, but not enough challenge for the younger, more able pupils. The teachers' confidence in the teaching and use of information and communication technology has improved since the last inspection, and they are providing better opportunities for pupils to learn than before. The development of pupils' skills is still hampered to a certain extent by the lack of access to computers. The generally well-disciplined environment, the overall good relationships between staff and pupils, and the pupils' positive attitudes to their work contribute significantly to pupils' learning.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. Although the school has improved its curriculum since the last inspection, and it now fulfils statutory requirements, greater thought needs to be given to the planning cycle to ensure that all pupils experience all aspects of the curriculum without repetition. The school provides a good range of extra-curricular and additional activities, which enrich the taught curriculum.
Provision for pupils with special educational needs	Good. The school has improved its provision for pupils with special educational needs through the allocation of more time to the special educational needs coordinator and the provision of more teaching assistants. The school identifies pupils' needs through its assessment procedures and provides appropriately targeted additional support.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Good. The school makes good, and in some respects very good, provision for pupils' personal development. Teachers help pupils develop a very clear understanding of right and wrong, and to be cooperative and helpful. The attractive learning environment, and the great care and attention given to the school's outdoor environment help pupils to develop a sense of value.
How well the school cares for its pupils	Very good. Most staff treat pupils with care and consideration. There are very good procedures to ensure pupils' welfare, health and safety. As a result, the pupils feel safe and well cared for. The staff know their pupils well and keep careful track of their progress.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. Under the headteacher's management, the school runs smoothly and has well-established routines. Under his leadership, a positive and friendly ethos has been established, in which pupils make good progress. However, insufficient use has been made of other teachers' skills to manage and develop the curriculum and provide subject leadership.
How well the governors fulfil their responsibilities	Satisfactory. Governors fulfil their statutory responsibilities and provide good support for the headteacher. The governing body has improved its procedures for maintaining an effective oversight of what happens in school and governors are better informed than they were before.
The school's evaluation	Satisfactory. The school has identified appropriate areas for

of its performance	development and has taken action to bring about improvement. However, because subject coordinators are not sufficiently involved in monitoring the quality of teaching or standards of pupils' work, the school's evaluation of its own performance lacks rigour.
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The strategic use of resources	Satisfactory. The school makes good use of its accommodation and resources, and manages its finances well. The school does not have a sufficiently clear understanding of the principles of best value. The school compares its performance with other schools and seeks best value when purchasing goods and services, but does not consult parents, staff and pupils as widely as it should.
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## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school and are making good progress.</li> <li>• The quality of the teaching is good and pupils are expected to work hard.</li> <li>• The school promotes the right attitudes and values and has a good atmosphere.</li> <li>• Standards of behaviour are good.</li> <li>• The school has got the balance of homework just about right.</li> <li>• The school provides a good range of additional activities.</li> </ul>	<ul style="list-style-type: none"> <li>• More able pupils are not always given challenging enough work.</li> <li>• Pupils who have to spend two years in the same class sometimes repeat the same work.</li> <li>• Some parents are concerned at the cost of additional activities and trips.</li> <li>• Parents do not receive enough information about how well their children are doing.</li> <li>• The school does not work closely enough with parents.</li> </ul>
<p><i>[The views of parents are based on those expressed by the 11 parents who attended the parents' meeting and the 38 parents (28%) who returned the parents' questionnaire, some of whom added their own written comments]</i></p>	

The inspection findings broadly agree with the positive comments made by parents and show that there is justification in some of their concerns. Generally, the older, more able pupils receive sufficiently challenging work, but this is not always the case with the younger pupils. The school could review the way it plans the curriculum to avoid some of the problems associated with mixed-age classes, particularly when pupils have to spend two years in the same class. Most parents greatly appreciate the additional activities and school trips organised by the school. Unfortunately, the school does not have sufficient funds to provide these without voluntary contributions from parents. Whilst there are appropriate formal procedures to inform parents about their children's progress, the school has taken note of the perceptions of a number of parents that it could be doing more to work closely with them and to keep them better informed.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

#### **Pupils achieve above average standards in English, mathematics and science by the end of Year 6.**

1. Although there has been some fluctuation, as is often the case in small schools, the school's national test results in English, mathematics and science have improved significantly over the last five years, and at a faster rate than the national trend. In 2001, the results in English and mathematics were well above the national average. Although the English results fell to the national average in 2002, results in mathematics continued to rise and were well above average. Results in science are much better now than at the time of the last inspection, and for the last four years have been close to or above the national average. In 2002, the school's overall results were above average when compared to similar schools. Evidence gained during the inspection supports the view that standards are above average by the end of Year 6.
2. Through their responses to the questionnaire and comments made at the parents' meeting, most parents indicate that their children are achieving good standards, although a few parents feel that the more able pupils are not always given challenging enough work. The school's 2002 test results contradict this viewpoint, as almost a third of the pupils achieved Level 5<sup>1</sup> in English, over a third in science and almost half in mathematics.
3. Much of the pupils' written work, on display and in their exercise books, is very good and indicates a higher standard of writing than that achieved in the national tests in 2002, which were affected by an above average proportion of pupils with significant learning difficulties. The pupils' writing is frequently interesting and often imaginative. They show the ability to write with accuracy and at length, using a range of different styles. Pupils use different stimuli well to inspire their writing. In Year 6, for example, pupils have produced well-written, imaginative stories inspired by a tiger and a kitten, and captivating and intriguing introductions on the theme of 'A room with a view'. Pupils' written accounts of an interview with a Christian, as part of their work in religious education, demonstrate not only their ability to write well in a more factual style, but also good listening and note-taking skills. Nine pupils from Year 6 received commendations in a Cornish writing competition. The pupils present their work well. In other aspects of English, pupils display good reading skills, maturity in their conversation and a willingness to engage in discussion.
4. For a number of years, pupils have achieved well above average standards in national tests in mathematics. They have a good command of basic numeracy skills and cover all aspects of the National Curriculum for mathematics thoroughly. In science, the work undertaken during lessons indicates a much better understanding of science than is reflected in their national test results. The pupils enjoy the practical involvement which many of their science lessons bring. During the inspection, for example, groups of pupils in Year 6 were involved in a range of different investigative activities which were enhancing their knowledge and understanding of electrical circuits. The pupils were not only keen to demonstrate what they had discovered, but also displayed a good understanding of the principles underlying their investigations.

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<sup>1</sup> The national expectation is that pupils should achieve Level 4 by the end of Year 6.

**The overall quality of the teaching is good, and pupils make good progress in most classes.**

5. The good standards achieved by the end of Year 6 are a result of the good progress made in most classes, attributable to good-quality teaching and the positive attitudes shown by the pupils. Over two-thirds of the lessons observed during the inspection were good. One of the lessons was very good, and there was also evidence of very good-quality teaching in some of the work on display and in pupils' books, particularly in Year 6. Parents feel that the quality of the teaching is good, that their children are expected to work hard and are making good progress. The inspection findings endorse these views.
6. Most teachers are conscious of the differing needs of the mixed-age groups within their classes and plan appropriately to meet these needs. In an English lesson for pupils in Years 3 and 4, for example, all pupils were working with a common text, but each group of pupils had been given different tasks, according to their level of ability or need. The school's strategy to employ more teaching assistants has also proved effective in meeting the needs of different groups of pupils, particularly in providing additional support for pupils with special educational needs, or other groups of pupils within the class. In a lesson for pupils in Year 6, for example, the assistant took a group of pupils out for part of the lesson to deal with work at their level, whilst the teacher taught the rest of the pupils in the class. Although some pupils mentioned that they occasionally repeat pieces of work if they stay in the same class for two years running, the teachers endeavour to ensure that work is matched as closely as possible to pupils' needs, thus giving them the opportunities to make progress.
7. Pupils receive a good preparation for their future education in the reception class, where there is a good balance between more formal teaching and structured play activities. In one session at the end of the day, for example, the children were involved in a variety of play activities, related to work undertaken the previous week, whilst the teacher helped individual children with their reading. When it was clear that the children's attention was waning, the teacher brought the class back together for a story, during which they were given the opportunity for some physical activity as they acted out parts of the story, and also had a good session consolidating their understanding of the weather and the calendar. In a contrasting session earlier in the day, the teacher engaged the children's attention well through good questioning techniques, helping them to learn important lessons about safety in the home and to understand the need for wires to conduct electricity.
8. Although their attainment is still below the expected level, pupils in Year 3 are making good progress after the poor progress they had made during the previous year. The teacher uses good strategies to involve all of the pupils. In a good English lesson, for example, the teacher alternated reading extracts from a text on archaeological discovery in ancient Egypt, with getting pupils to work in pairs to discuss and write down how the text would have differed if it had been written from another viewpoint. In a good science lesson, pupils were given the opportunity to suggest ways in which they could devise an investigation to find out whether people with the longest legs jump the furthest. Appropriately targeted questions helped pupils to determine whether or not their suggestions would help them to draw the right conclusions.
9. A key feature of the good, and at times very good, teaching for pupils in Year 6 is the excellent relationship which exists between the pupils and the teacher who teaches them for most subjects. As a result, all of the pupils are as keen as can be to contribute their thoughts and ideas and to participate in the lesson. Their participation was equally as enthusiastic during a very good session on spellings as it was in a science lesson investigating circuits and in a history lesson discussing aspects of World War II. Because

- the discussions are so spontaneous, much ground is covered and the teacher is skilful at linking learning to pupils' own experiences. The pupils are encouraged to find different ways of working and to discover which ways suit them best. In the spelling session, for example, pupils were asked to tell others in the class how they remembered the spelling of difficult words, such as 'accident', and it was clear from the variety of responses that many pupils had good, but distinctly different, strategies for remembering particularly awkward words.
10. Most teachers keep lessons moving at a brisk pace and ensure that time is used productively. In a good English lesson for pupils in Year 3, for example, the teacher told the pupils, "You've got two minutes to do this," whereupon pupils set to their tasks quickly and, within a short while, were ready to contribute to the next part of the lesson. Similar strategies were used in a good English lesson with pupils in Years 4 and 5, and in a good mathematics lesson for pupils in Year 6. As a result, pupils worked very well, concentrating on their tasks and being productive.
  11. The teachers prepare their resources well. In a good science lesson for pupils in Years 4 and 5, pupils' understanding of the importance of microbes in the decomposition of organic materials was vividly enhanced by a range of food items which pupils had investigated the previous week, but which had started to decompose after being carefully stored in sealed containers. In one class, a teacher makes effective use of an interactive whiteboard to focus pupils' attention and enhance their understanding. In a good mathematics lesson, for example, pupils could see instantly how to record the results of their survey on pupils' likes and dislikes.

**Pupils have positive attitudes, behave well, show a sense of responsibility and relate well to others.**

12. Crowan Primary School is a happy school, in which pupils develop increasingly positive attitudes to their work and a growing sense of responsibility as they move through the school. Children settle into school life quickly when they join the reception. The inspection took place at the end of the children's first term in school, by which time nearly all were participating happily and enthusiastically in more formal teaching sessions and were very much at home when given the freedom to choose less structured play activities.
13. In most classes, pupils enjoy their lessons and participate with enthusiasm. Pupils in Year 3 do not focus on their tasks quite as well as the older pupils, but considerable progress has been made in this respect since the start of the school year. The most positive attitudes are displayed by pupils in Year 6, illustrated very well by their keen participation at the start of an English lesson, when the teacher displayed a note written by an imaginary character containing various spelling and grammatical errors. The pupils were desperately keen to point out the mistakes that had been made, but also had the maturity to contribute to effective discussion on each aspect, ranging from the use of the apostrophe for omission, to checking spellings in the dictionary. When revising spellings, pupils were even keener to try the hard spellings than the easy ones. The only difficulty presented to the teacher in a history lesson was how to draw a discussion to a close, as all pupils were eager to ask questions and learn more about the circumstances of life in the Second World War. The pupils' attitudes to some of their English work are summed up well in some of their letters written to authors, ranging from another pupil in the class to well-known authors such as J K Rowling, in which the pupils expressed their appreciation of the authors' writing. It is clear that many pupils derive much pleasure from their reading, which clearly has an important influence on the quality of their writing.
14. The school is a well-ordered and well-disciplined community, in which pupils in most classes respond well to the high expectations of their teachers. The behaviour in most lessons, around the school, at break-time and at lunch is very good. Teachers have to

spend very little time on disciplinary manners because good patterns of behaviour are well ingrained. At lunchtime, for example, the pupils respond very well to the request to talk quietly, thus making the occasion civilised, but also enjoyable. In discussions, pupils commented that there are occasional examples of bullying, but they did not feel in any way threatened by these as teachers or assistants sort them out very quickly. There was no hint of any disruptive, anti-social or oppressive behaviour of any kind during the inspection. Even during the excitement of the first experience of snow at school, pupils behaved well, showing a mature response to teachers' requests. No pupils have been excluded from the school in recent years.

15. The quality of relationships between staff and pupils ranges from excellent to satisfactory, and is good overall. Where relationships are at their best, pupils derive an extra motivation to learn, are keen to please, and lessons are more productive. Pupils relate well to one another, and this also has a positive effect on their learning, particularly when they are asked to work with a partner or in small groups. In a number of lessons, the positive collaboration of small groups of pupils was an important factor contributing to good learning during the lesson.
16. In most classes, pupils have a very good sense of responsibility. They are eager to help, and carry out a range of duties and responsibilities in a mature and responsible manner. Pupils from Year 3, for example, carry out duties at lunchtime cheerfully, sensibly and very helpfully, by helping to clear away plates and tidy the hall at the end of lunch. Pupils in Year 6 help with day-to-day tasks with the computers, ensure that there is appropriate seating for assemblies or operate the overhead projector. All of these tasks, and many others, help pupils to develop their sense of responsibility and learn how to become useful members of society.
17. The positive attitudes of the pupils are reflected in the very high level of attendance which, at 96.6 per cent for the last school year, is well above the national average. This not only backs up the parents' assertions that their children enjoy coming to school, but also provides a further indication of pupils' positive attitudes to their work.

**Staff provide a very good standard of care for the pupils and help them to develop personally.**

18. The good attitudes, behaviour and relationships displayed by the pupils are, in part, due to the very good standard of care provided by the staff, and the way teachers help pupils to develop personally. The positive and friendly ethos owes much to the firm leadership of the headteacher who has developed well-established routines and sets clear boundaries for the pupils, which they know and understand. Parents feel that the school promotes the right attitudes and values, that it has a good atmosphere and that standards of behaviour are good. These views concur with the inspection findings. One parent commented, "The school encourages children to share and care about others and to develop skills to enable them to fit into society".
19. In their daily interaction with the pupils, teachers help them to develop a very clear understanding of right and wrong, and to be cooperative and helpful. There is good scope in many lessons for pupils to work collaboratively. In a science lesson for pupils in Years 3 and 4, for example, the teacher asked the pupils to work together and to reach agreement with each other before writing down how they proposed to carry out their investigation. Pupils are provided with opportunities to discuss matters of interest, concern or importance during their personal, social and health education lessons. They appreciate the opportunity to choose something they are unhappy with to discuss during these sessions.

20. The school's procedures with regard to child protection issues are very good. The school also has very good procedures to ensure pupils' welfare, health and safety. The school has a very good and carefully thought-out policy for health and safety, which is monitored regularly by the governing body. In lessons, teachers show good awareness of health and safety matters. In a science lesson for pupils in Years 4 and 5, for example, the teacher gave pupils very clear instructions about the safe handling of the materials to be used for their investigation. Appropriate procedures are in place for accessing the Internet safely. Pupils are aware of whom to ask for help, whether in an accident or for work. One pupil commented, "Everyone is very kind". As a result, the pupils feel safe and well cared for.
21. The school caters well for pupils who need additional help. Increased time has been allocated to the special educational needs coordinator, who is now able to offer closer attention to individual pupils who benefit from one-to-one teaching sessions. A visually impaired pupil not only receives very good external support, but also is fully and properly integrated into all of the activities within his class. A good example of mutual enrichment was observed during the inspection, as the teacher used one of his machines during a science lesson to provide a view of mould growing on a fruit at a much greater magnification than provided by magnifying glasses.
22. The staff know their pupils well and keep careful track of their progress. Procedures in this area have improved significantly since the last inspection. Through various tests and assessments, the staff are able to track pupils' progress as they move through the school, and they use this information to help with future planning and to identify strengths and weaknesses in the teaching provided for the pupils.
23. The teachers provide good opportunities for pupils to develop a sense of responsibility. In the reception class, children are expected to cooperate in tidying up at the end of the lesson; children did this quickly and efficiently at the end of the first day of the inspection, for example. Starting in Year 3, pupils gradually take on more responsible tasks, such as helping at lunchtime. Pupils in Year 4 help with the school garden. Pupils in Years 4 and 5 had to decide how to spend a grant to enhance the local environment and chose to create a sitting area near the playing field in the village. A good example was observed, in which one of the teachers for pupils in Year 6 encouraged pupils to take greater responsibility for their own learning. Pupils have a writing journal where they write down their own thoughts and ideas which may be helpful to them in the future. A number of journals, for example, contain thoughts for good story openings and various groups of vocabulary, such as words to create suspense or particularly descriptive words. On this occasion, the teacher pointed out the journal of one pupil, and reinforced the fact that the pupil had compiled his lists because he wanted to, and encouraged others to develop a similar self-motivation to compile their thoughts without being badgered by the teacher.

## **WHAT COULD BE IMPROVED**

### **The standards pupils achieve by the end of Year 2.**

24. Following the last inspection, an established partnership of teachers in Years 1 and 2 helped to bring about significant improvement in the school's results at the end of Year 2. The results improved from well below the national average to well above the national average. However, results fell dramatically in 2002. This particular group of pupils had experienced two significant disruptions to their teaching. First of all, their teacher in Year 1 was seconded by the local authority to another school for two terms. Then, in Year 2, their new class teacher was seconded to help in another school for most of the school year. Although these pupils had two regular supply teachers for these periods, they made poor progress and achieved standards that were below average in mathematics, well below average in reading, and in the bottom five per cent of schools nationally in writing. Over a



third of the pupils only achieved Level 1<sup>2</sup> in reading, and over a quarter failed to reach even this level in writing. The school was aware that there were weaknesses in the teaching, and endeavoured, albeit unsuccessfully, to remedy the situation. The problems were exacerbated by the uncertainty of the arrangements, which were prolonged by the local authority until they were in place for the whole of the school year.

25. Some of the pupils currently in Year 2 were taught alongside last year's pupils from Year 2. Not only did they experience similar disruption to their education in Year 1, but also they did not bring good learning habits with them into Year 2. Whilst the teacher for the pupils who have now moved into Year 3 has been successful in helping to eradicate many of the problems and has enabled these pupils to make good progress, the same is not the case for pupils currently in Year 2. Although there is some satisfactory teaching for these pupils, some of the teaching is unsatisfactory, and pupils are not always making the progress they ought to be.
26. The standard of pupils' work observed during the inspection was below average in reading, writing and mathematics, and the attitudes and behaviour displayed by these pupils were the least positive of all classes. Many of the pupils find it very hard to concentrate during lessons or to apply themselves to their tasks when working individually or in small groups. As a result, they do not complete as much work during a lesson as they should. Some of the pupils mentioned that they found the work boring.
27. It is evident that pupils are making some progress in acquiring literacy and numeracy skills. In one of the lessons observed, for example, some pupils were keen to point out words in the text which the teacher was reading which contained the letter pattern '-ar', and others pointed out words ending in '-ed', both of which patterns had been taught in previous lessons. However, the pace of learning is slow and three major factors contribute to this. It is clear from work covered earlier in the term and from some of the lessons observed during the inspection, that the teacher's planning does not always provide the most appropriate level of work for all of the pupils. In a mathematics lesson, for example, the initial tasks given to the more able pupils provided little challenge for them, and the instructions given to them for their extension activity were confusing. A second factor relates to the teacher's expectations, which are not expressed clearly enough. During two of the lessons observed during the inspection, for example, pupils were given tasks to complete on their own, but no indication was given as to how much the pupils were expected to complete, and no sense of urgency was given to the tasks.
28. The third factor relates to the day-to-day management of the pupils. In all of the lessons observed, there was an uneasy tension within the class. Although, at times, the pupils paid attention to what the teacher was saying, a number of pupils were constantly restless and distracted others. The teacher's reprimands proved largely ineffective, resulting in noisy lessons with too many distractions. Occasionally, the pupils show the ability and willingness to work well, but not for sustained periods of time. In an English lesson, for example, it was only towards the end of the lesson, when pupils were working on their own and had started to become interested in what they were writing, that conditions became fully conducive for pupils to make progress with their work.

### **The leadership provided by subject coordinators.**

29. Although the development of the role of subject coordinator is identified as a priority in the school's current development plan, little progress has been made in improving this aspect

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<sup>2</sup> The national expectation is for pupils to achieve Level 2 by the end of Year 2 in reading, writing and mathematics.

of leadership which was highlighted as a key issue at the time of the last inspection. Coordinators have had some input into developing schemes of work and oversee resource provision in their subject areas. However, they do not yet have sufficient input into influencing policy and planning or into monitoring and guiding the quality of teaching and learning. Coordinators would like more opportunity to assume delegated responsibilities, but no time is set aside for them to do so, and the school's expectations, as outlined in the job descriptions for subject coordinators, do not reflect clear governmental guidance on developing the role of subject leaders.

30. Whilst the school has appropriate schemes of work for all subjects, these have not all been adapted as successfully as in some other schools to the needs of mixed-age classes, where pupils, at some stage in their primary school career, will have to spend two years in the same class. Under the current arrangements, some pupils will repeat certain aspects of the curriculum and will not cover other aspects. Consideration needs to be given to how a rolling program can be organised to ensure that all pupils cover all aspects of the curriculum in all subjects, and that pupils do not repeat curricular content when spending two years in the same class.
31. The school has identified the need to give greater consideration to the creative arts subjects, which currently receive very little teaching time in some year groups. The amount of time allocated to each subject differs widely throughout the school, and there does not appear to be a mechanism to ensure parity of provision for all pupils. Not enough consideration has been given by subject coordinators as to how work in one subject could enrich work in another. Some good examples were seen in Year 6, where the development of writing skills in English was linked very successfully to work in history, but this type of cross-curricular planning is not as widespread or as good as it could be.
32. Because subject coordinators receive hardly any time free from their normal class teaching commitments, there is very little monitoring of teaching and learning. Coordinators monitor teachers' planning, but have no way of ascertaining how well this planning works out in practice. As a result, the school does not have the means of identifying and sharing good practice within the school or of identifying aspects of teaching which require further development. The school's evaluation of its own performance, therefore, lacks rigour.

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

33. In order to improve the quality of education provided and the standards pupils achieve, the governors, headteacher and staff should work together to:
  - i. Improve the standards pupils achieve by the end of Year 2, by:
    - improving the quality of teaching for pupils in Year 2, with specific reference to the planning of lessons, providing clearer expectations and developing better strategies for managing pupils;

[paragraphs 24 – 28]
  - ii. Develop the role of the subject coordinators, by:
    - providing clearer job descriptions which take account of national guidelines for subject leaders;
    - providing coordinators with the necessary time to carry out their responsibilities;

- ensuring that coordinators play a more active role in curriculum development and subject leadership;
- ensuring that all coordinators have the opportunity to monitor teaching and learning within their subject areas in order to identify ways in which their subjects can be improved.

[paragraphs 29 – 32]

\* These issues have already been identified as priorities in the school's development plan.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

20

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

18

[In addition to this figure, there were many informal discussions with staff, other adults and pupils]

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	1	13	5	1	0	0
Percentage	0	5	65	25	5	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	–	131
Number of full-time pupils eligible for free school meals	–	9

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with Statements of Special Educational Needs	–	1
Number of pupils on the school's special educational needs register	–	30

#### 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	14
Pupils who left the school other than at the usual time of leaving	6

### Attendance

Authorised absence

	%
School data	3.4
National comparative data	5.4

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.*

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	8	11	19

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	–	–	–
	Girls	–	–	–
	Total	12	11	18
Percentage of pupils at NC level 2 or above	School	63 (100)	58 (100)	95 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	–	–	–
	Girls	–	–	–
	Total	13	16	17
Percentage of pupils at NC level 2 or above	School	68 (100)	84 (1000)	89 (100)
	National	85 (85)	89 (89)	89 (89)

Percentages in brackets refer to the year before the latest reporting year. Details of boys' and girls' results are not published separately when there are 10 or fewer boys or girls in the year group.

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	6	11	17

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	–	–	–
	Girls	–	–	–
	Total	13	14	15
Percentage of pupils at NC level 4 or above	School	76 (90)	82 (85)	88 (90)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	–	–	–
	Girls	–	–	–
	Total	14	14	13
Percentage of pupils at NC level 4 or above	School	82 (70)	82 (75)	76 (80)

	National	73 (72)	74 (74)	82 (82)
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*Percentages in brackets refer to the year before the latest reporting year. Details of boys' and girls' results are not published separately when there are 10 or fewer boys or girls in the year group.*





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Number of pupils per FTE adult	-
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*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1

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.*

## Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	138
Number of questionnaires returned	38
Percentage of questionnaires returned	28

Percentage of responses in each category<sup>3</sup>

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	34	0	0	0
My child is making good progress in school.	42	58	0	0	0
Behaviour in the school is good.	47	53	0	0	0
My child gets the right amount of work to do at home.	28	64	8	0	0
The teaching is good.	34	66	0	0	0
I am kept well informed about how my child is getting on.	5	62	24	3	5
I would feel comfortable about approaching the school with questions or a problem.	41	46	14	0	0
The school expects my child to work hard and achieve his or her best.	58	42	0	0	0
The school works closely with parents.	8	55	29	8	0
The school is well led and managed.	39	47	5	5	3
The school is helping my child become mature and responsible.	47	50	3	0	0
The school provides an interesting range of activities outside lessons.	39	55	3	0	3

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<sup>3</sup> Because of rounding, percentages may not add up to 100.