

INSPECTION REPORT

PERRAN-AR-WORTHAL COMMUNITY PRIMARY SCHOOL

TRURO

LEA area: CORNWALL

Unique reference number: 111863

Headteacher: Mr Robert Robinson

Reporting inspector: Jennie Willcock-Bates
1967

Dates of inspection: 30 September to 1 October 2002

Inspection number: 247155

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 Primary
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Perran-ar-Worthal Community Primary School School Hill Perranwell Station School Hill Truro Cornwall
Postcode:	TR3 7LA
Telephone number:	01872 863004
Fax number:	N/A
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Heather McCombie
Date of previous inspection:	10 November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
1967	Jennie Willcock-Bates	Registered inspector
14243	Sandra Benjamin	Lay inspector
22729	Robert Arnold	Team inspector

The inspection contractor was:

SERCO QAA

Herringston Barn
Herringston
Dorchester
Dorset
DT2 9PU

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London WC2B 6SE

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Perran-ar-Worthal Community Primary School, situated in the village of Perranwell Station near Truro in Cornwall, has 105 pupils on roll ranging from four to eleven years old. Pupils are from white United Kingdom heritage and none speak English as an additional language. Pupils come from reasonably advantaged backgrounds. There is a range of employment in the area. The percentage of pupils entitled to free school meals, three per cent, is well below the national average. Children enter school at four years old and join a class that contains pupils from Year 1. The youngest four year-olds attend on a part-time basis. Attainment on entry is generally above average, although there are variations from year to year. Six per cent of the pupils are on the special educational needs register with mainly specific or moderate learning difficulties, but no one has a Statement of Special Educational Need. This is below average. During the inspection, a significant building programme disrupted the school.

HOW GOOD THE SCHOOL IS

This is a very effective school. Very good leadership and management promote high quality teaching. This leads to high standards and good achievement particularly in reading, writing, mathematics and science. Pupils thoroughly enjoy their work. Relationships are excellent and promote a happy and purposeful working atmosphere. The school has successfully improved since the previous inspection and provides very good value for money.

What the school does well

- The management and leadership of the headteacher, supported by the staff, combine to provide a very clear steer to school improvement and a commitment to high standards.
- High standards in reading, writing, mathematics and science mean that all pupils, especially high-attaining pupils, achieve well because very challenging work is planned to extend their attainment.
- High quality teaching leads to high quality learning because teachers use their skills and knowledge to plan varied and challenging activities.
- Behaviour is very good, relationships are excellent, and pupils thoroughly enjoy school because teachers manage them very well and personal development is good.
- The range and quality of learning opportunities are very good. Opportunities stemming from links with the local schools' group promote high standards.

What could be improved

- No major areas for improvement were identified during the inspection.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was inspected in November 1997. Improvement since the previous inspection is very good. Successful improvement in teaching has led to standards in English, mathematics and science rising more rapidly than the national trend. The management and leadership are very good and the weaknesses identified in the roles of co-ordinators, monitoring and evaluation procedures and job descriptions, have been rectified. Co-ordinators carefully monitor standards and track pupils' achievements, setting individual and school targets. The headteacher and governors monitor teaching and learning and, consequently, the school knows exactly what has to be done to continue to improve. Policies and schemes of work guide the very effective curriculum. Improvements to the accommodation are in progress and the headteacher and governors are continually seeking ways of increasing cost effectiveness. The school is on course to meet its challenging targets and is very well placed to develop its work further.

STANDARDS

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

Performance in:	compared with			
	all schools			Similar schools
	1999	2000	2001	2001
English	B	A	A*	A*
Mathematics	A	A*	A*	A*
Science	A	A*	A*	A*

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

Overall, standards are high particularly in reading, writing, mathematics and science and all groups, especially high-attaining pupils and those with special educational needs, are achieving well. The results of the 2001 national tests for pupils in Year 2 were in the top five per cent of schools nationally in reading and writing and in the teachers' assessment in science. Results were well above average in mathematics. Each subject compared very favourably with results from similar schools. The results of the Year 2 national tests for 2002 have risen further because even more pupils reached the higher than average Level 3 in each subject. Results remain very high in reading and the teachers' assessment in science, and high in writing and mathematics when compared to similar schools. Test results indicate that pupils' achievement from Year 2 to Year 6 was excellent in 2001. In each subject in 2001 they were in the top five per cent of all schools. Small numbers in each year group lead to variations from year to year because one pupil's result provides six per cent of the marks. Pupils' special educational needs explain the reduction in the results in 2002 in English. However, results remain above the national average and in line with similar schools. Results in mathematics remain well above average and in science the school is in the top five per cent of all schools nationally. Records show that challenging targets were set in 2002 and pupils significantly exceeded them in each subject. School results continue to rise more quickly than the national trend.

When children start school they attain standards that are generally above average, although this varies from year to year. Their personal, social, writing and reading skills are above average and their mathematical skills are average. The school successfully sustains the children's above-average attainment and therefore achievement in the Reception class is good. The effective attention to children's personal development and reading, writing and mathematics, means that by the time they start in Year 1, they exceed the nationally expected Early Learning Goals in all areas of learning. In Year 2, standards in reading are high. In writing and mathematics, standards are above average and a significant proportion of pupils is reaching high standards. Achievement remains good, particularly in reading, writing, mathematics and science throughout Years 3 to 6. Several pupils in Years 5 and 6 are already reaching high standards at the beginning of the school year. Differences between results and pupils' work are related to the attainment of the pupils. The high standards throughout the school are mainly due to very good teaching and tasks that are carefully planned to challenge different groups of pupils. In the work seen, achievement is particularly good in literacy and numeracy because pupils apply their skills very successfully in other subjects such as science and design and technology.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good: pupils enjoy their work and are very keen to learn.
Behaviour, in and out of classrooms	Very good: pupils are courteous and friendly to each other and adults who work with them.

Personal development and relationships	Very good: pupils work very hard to carry out a range of tasks. Relationships are excellent and older pupils help younger children.
Attendance	Above average: unauthorised absence is slightly below average.

Pupils work and play happily together. This creates a strong and positive family atmosphere.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Very good	Very 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.

Pupils learn new skills and knowledge rapidly and very successfully consolidate what they have learned because of high quality teaching from the experienced and very effective teaching team. Teaching was never less than good and it was very good in six out of ten lessons. Teaching is very good in each of the mixed classes and in Year 2. It is very successful in English, mathematics and science, and good in design and technology, music and religious education. Teaching was very good in the one information and communication technology lesson observed. Literacy and numeracy skills are very well taught from the Reception year to Year 6 and are well developed in other subjects.

Teaching meets the needs of all groups of pupils very well, whatever their attainment, special needs, social background or gender. Teachers have very good subject knowledge and use their knowledge of pupils' achievement to plan varied and challenging activities. As a result, pupils are interested in what they are learning and work very hard. Teachers use their specialist skills very successfully in each year group. Very good planning provides a very effective framework to lessons, which enables teachers to use high quality methods and strategies to maintain pupils' concentration. Lessons are conducted at a brisk and lively pace, which motivates the pupils, who produce a great deal of work. There are no weaknesses in teaching and learning but sometimes because of this pace, pupils do not have sufficient opportunities to reflect upon and think quietly about what they have learned. This does not affect standards but reduces the pupils' awareness and self-knowledge.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good: the curriculum is broad and demanding and enhanced by visits and the expertise and experience of visitors.
Provision for pupils with special educational needs	Good: support is carefully planned for pupils who need additional help with their learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good: the school takes care in establishing working relationships with all its pupils based on shared moral and social values. It provides well for spiritual development and is helping the pupils to develop an understanding and appreciation of a culturally diverse society.
How well the school cares for its pupils	Good: staff know pupils very well. Child protection procedures are well established.

The curriculum is well organised to capitalise on teachers' specialist strengths. All policies for care and guidance and assessing pupils' achievement are effectively implemented. Links with the local partnership group of schools significantly enhance learning opportunities. A good range of extra-curricular activities is provided for the small size of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good: the headteacher and teachers have a very clear sense of purpose. The teachers are very effective subject co-ordinators and adapt flexibly to changing circumstances.
How well the governors fulfil their responsibilities	Very well: governors are well organised, well informed and fully involved in monitoring teaching and the curriculum.
The school's evaluation of its performance	Very good: information about performance is carefully analysed and used to inform planning, teaching and learning.
The strategic use of resources	Very good: resources and grants are carefully used to boost standards and improve the quality of education for the pupils.

Management is based on very strong leadership from the headteacher and very good support and teamwork from teaching and non-teaching staff. The school is successfully seeking ways to get the best value out of its resources by evaluating all its activities. The school's policy for promoting race equality is clear. Headteacher and staff seize every opportunity to raise pupils' awareness.

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 child's progress.• The good behaviour in the school.• Good teaching.• The school expects children to work hard and achieve their best.• The school is helping their children to improve and mature.	<ul style="list-style-type: none">• Homework.• A minority of parents would like more information about what their child is doing and how their child is progressing.• A minority feels uncomfortable approaching the school with concerns.• Some parents feel that the school does not provide enough activities outside school.

Inspectors support the parents' positive views of the school. It is a happy school. Teaching is very good and pupils make good progress. The provision for homework is satisfactory. Inspectors find that the school provides a good range of activities outside lessons for the number of staff available. Like many schools, it is not able to provide clubs for young children at present. Inspectors found that the school is dealing with parental concerns appropriately. The headteacher is going to examine ways of improving communication. The informal arrangements for parents to talk to teachers and the two parents' evenings each year, are satisfactory. Reports on progress meet requirements. However, the school is planning ways of informing parents more regularly about what pupils are learning.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The management and leadership of the headteacher, supported by the staff, combine to provide a very clear steer to school improvement and a commitment to high standards.

1. Since the previous inspection, leadership and management have improved, and the strengths in teamwork have been maintained. The headteacher and assistant headteacher form a very strong partnership. Through very effective teamwork with the teachers, they provide a clear steer to school development. The management and leadership of the headteacher are very good. He sensitively uses the strengths and expertise of the staff to ensure a very good quality of education for the pupils. For example, the size of the school means that pupils are generally taught in mixed-age classes. The use of the shared teaching role of the headteacher and re-organisation of the timetable, enable specialist teaching to be successfully organised in English and mathematics in Years 5 and 6, and in science, music and religious education in Years 3 to 6. This makes a significant contribution to the high standards pupils attain. The headteacher and staff work very effectively with the governing body, and are committed to raising standards and providing the best quality of education for the pupils.
2. The teachers are efficient co-ordinators who use their knowledge and skills very effectively to raise standards. This marks a significant improvement since the previous inspection. Job descriptions are now clear and the roles of co-ordinators for English, mathematics, science, religious education, special educational needs, and for the work of children in the Reception year are well established. Co-ordinators, with teachers, track pupils' achievement from the Reception year to Year 6. The information they gather is carefully used to initiate development of the curriculum and set targets for individual pupils. Co-ordinators maintain schemes of work to ensure that tasks are appropriately adapted for the needs of the different groups of pupils, in particular high-attaining pupils. Regular feedback is provided for the governors, headteacher and individual staff, and professional development is strongly emphasised. To make best use of the small numbers of staff available other subjects are jointly co-ordinated, which ensures that standards are regularly monitored and the curriculum carefully maintained.
3. The governors, headteacher and staff know what has to be done to further improve because of very effective monitoring of standards, teaching and learning. In addition to the monitoring and evaluation of pupils' work and achievement undertaken by the co-ordinators, a very successful range of monitoring activity is undertaken. Information from local and national data from tests and assessments is analysed. The headteacher observes lessons to provide information for performance management and feedback to teachers about the impact of their teaching on pupils' learning. Appropriately challenging targets are set. The governing body accounts for improvement and performance very effectively through involvement in observation of lessons and discussions with co-ordinators about pupils' work. This good range of information is carefully analysed by the headteacher and staff. It is used to set appropriately challenging whole-school targets and inform school improvement. The school improvement plan is a joint effort, and is based on a successful knowledge of the school. The plan provides a very good tool for improvement and change.
4. Very good strategic use is made of resources. The current high surplus in the budget is the result of very careful budgeting to supplement the grant for the improvements to the building currently being undertaken. The surplus will be significantly reduced at the end of the term when the building is completed. The school is effective and efficient in using the budget to raise standards and enhance the learning for all groups of pupils. Specific grants are used very well to raise levels of achievement. The school's careful screening programme identifies pupils who need additional support for their special educational needs. Direct support is provided for them. The special educational needs co-ordinator has recently had training to help pupils with weak areas of learning. She manages the school's special educational needs register effectively and, with teachers, determines how work is planned in lessons and in small withdrawal groups. Pupils' confidence, achievement and attainment in English and mathematics are boosted in a range of successful

ways using grants and funds available. For example, specialist teaching for high-attaining pupils, booster groups and those who need more confidence in mathematics, has a significant impact on the standards pupils attain by the time they leave the school. This contributes to the school's success in meeting challenging targets and improving results overall. The grant for purchasing hardware and improving teachers' knowledge in information and communication technology has been well used and further investment is planned when the new computer room and office are completed.

5. The governors, headteacher and staff successfully apply procedures to get the best value out of the resources available. One of the strengths in this work is the way that the teachers use information about pupils' achievement to adapt and change the curriculum to meet their needs. They challenge themselves to evaluate the curriculum and the way the school is organised to find better and more efficient ways of working to raise standards further. For example, the National Literacy and Numeracy Strategies have been very successfully implemented and adapted to cater for all pupils especially high-attaining pupils. Efficient use of teachers' strengths led to adjustments to the timetable that enabled specialist teaching to have a significant impact on standards. Results are analysed and comparisons made with similar schools locally and nationally. Governors consulted with the parents over the plans to upgrade and extend the school, which was going to take careful management of the school budget to supplement the capital grant from the local education authority. Groups of parents have been consulted about the home to school agreement. The governors manage the budget very effectively and are careful to seek ways of obtaining best value for improvements to the school site. Discussions with pupils about school life take place regularly in lessons, assembly and informal discussion groups but there is no formal structure for seeking pupils' views.

High standards in reading, writing, mathematics and science mean that all pupils, especially high-attaining pupils, achieve well because very challenging work is planned to extend their attainment.

6. Standards are high in reading, writing, mathematics and science by the end of Year 6. Pupils' achievement is good. This is because teachers very successfully enable pupils to maintain and extend their high levels of attainment and build upon what they know from the very good work that is planned for them. Standards have risen since the previous inspection and results in the national tests have significantly improved. The school performs very well in national tests. Results in 2001 for pupils in Year 2 were very high in reading and in the top five per cent of all schools. Results in writing are very high and high when compared to schools with a similar intake. There is a similar pattern of high results in mathematics. One of the reasons for this is that an increasing number of pupils reach the higher than average Level 3. Results for 2002 show further improvement and even more pupils reached the higher than average levels in English and mathematics. Results remain high in comparison with similar schools.
7. Pupils continue to reach higher than average levels, and results in the 2001 tests for pupils in Year 6 were in the top five per cent of all schools in the country in English, mathematics and science. Results in 2002 show similar high levels in mathematics and science. However, a reduction in the English was because fewer pupils reached the higher than average Level 5 than in 2001. This meant that, although results were above the national average, they were similar to the results of similar schools. In the small year group, some pupils needed support with their reading and writing and school performance data show that pupils did better than expected and significantly exceeded the challenging targets set for them. The small size of the group means that variation year on year can occur. This is due to differences in the attainment of the pupils and that one pupil's results are six per cent of the total. Results are rising at a greater rate than results nationally. A similar pattern was seen in pupils' work, although their work in English was of a higher standard than the test results because of the very effective support they receive.
8. Children get a very good start to school. A strong team of the teacher and the learning support assistant works successfully with them. Attainment on entry is generally above average, although there are variations year on year because of the small numbers in each year group. Reception children join pupils in Year 1 and are currently attending part-time. The provision is very good and

the teacher successfully sustains the pupils' attainment. Therefore, they achieve well. Because of the strong emphasis on pupils learning letter sounds and regularly practising their reading, writing and counting skills, they achieve well. Tasks are varied and exciting and capture the children's imagination. For example, the children were delighted at using words such as 'splishing and splashing' when on a bear hunt. They quickly used the sounds of the letters to identify words that sound the same. Although they have been in school for only three weeks, some on a part-time basis, they are confident with some letter sounds, can count up to ten, and know what combinations of numbers make up five. By the end of the Reception year, children exceed the nationally recommended Early Learning Goals because very good teaching enhances their achievement in each area of learning. When they start Year 1, a significant proportion of the children works confidently within the early stages of the National Curriculum for pupils in Years 1 and 2 in literacy and numeracy. The school meets its aim that every child is reading by the end of the Reception year.

9. In the work seen, standards are high in reading and above average in writing by the end of Year 2 and are high in English, mathematics and science in Year 6. Differences between the work seen and the test results are due to the attainment of the pupils. While it is still early in the school year, several high-attaining pupils in Year 2 are already reaching high standards in reading and writing. Teaching is very good and pupils are systematically taught strategies and skills to help them enjoy independence in reading and writing. Interesting tasks promote effective use of language enabling pupils to consolidate what they have learned by practising their skills in other subjects such as science, history and geography. Pupils achieve well as they move through the school because teachers very skilfully sustain and enhance the pupils' attainment. This was particularly evident in the Year 3 and 4 class where the teacher and the learning support assistant work very effectively to maintain the momentum started in Years 1 and 2. Careful records are kept enabling each teacher to continue to extend the learning of all groups of pupils. By the end of Year 6, standards in reading are very high and pupils enjoy discussing different genre and comparative styles of authors such as Tolkien and JK Rowling. Their writing is increasingly enhanced by skilful and imaginative use of language. For example, the beginnings to stories such as, 'We sailed for about a week and the weather was reckless...' capture the reader's interest and increasingly skilful use of strategies such as similes 'Her heart was pumping like...' add tension to their imaginative writing. They spell well and use punctuation to good effect.
10. Pupils in Year 6 are very confident in their application of mathematics across the curriculum, which speeds up their learning because they calculate quickly. In Year 2, achievement is good. Very good teaching means that standards are already above average and high-attaining pupils are very confident adding and subtracting numbers up to 20 and some can go beyond that. High-attaining pupils can add three-digit numbers when playing a game with dice. Because of brisk and lively questioning, pupils think quickly, applying the strategies they have been taught to calculate in their heads. By the end of Year 6, pupils are confident at using equivalent fractions, multiply using money and can convert pounds to Euros. Specialist teaching is very good and the brisk and lively approach to mathematics is infectious. Pupils calculate quickly remembering skills they have previously learned. Their above-average attainment is skilfully maintained and extended and, therefore, achievement is good. They are encouraged to apply their mathematical skills in subjects such as science and design and technology, and this further enhances their achievement.
11. The very effective specialist teaching leads to very high standards in science at the end of Year 6. Almost all pupils have a good understanding and knowledge of life forms and confidently identify organs of the body and parts of a flower such as petals, stamen and stigma, describing their main functions. They can describe the properties of various materials and in design and technology can identify the best metals and other materials to cope with the stresses involved in fairground rides. High-attaining pupils in the current Year 6 are already discussing hypotheses and possible ways of generating a fair test using appropriate scientific language, which exceeds the levels expected for their age group. For example, in one lesson when preparing a test to find out the pitch of the sounds bottles containing different levels of water make, pupils made sensible predictions. They were confident enough to disagree with others in the group and applied the knowledge they had gained from testing vibration of air in musical instruments. The delight at their success, and in some cases surprise at new discoveries, was due to very effective questioning. The teacher very

skilfully helps the pupils think like scientists. This challenges all pupils and is one of the reasons that the high-attaining pupils, particularly girls, achieve so well. Pupils' delight was re-enforced very successfully in a later information and communication technology lesson, when the teacher taught the group how to use the technology to measure decibels. This very good teaching results in good achievement as pupils make significant gains in their skills, knowledge and understanding of science.

12. All groups of pupils achieve well because work is specifically designed to meet their needs and challenge and extend what they know and understand. In all subjects standards are at least average and more often above average because skilful teaching helps pupils reach levels that are higher than those expected for their age and level of attainment. Challenging targets are carefully set based on accurate assessment of pupils' achievement. Individual targets help pupils successfully exceed the appropriately challenging school targets. The school quickly identifies pupils whose attainment and achievement need boosting through specialist teaching. Pupils with special educational needs achieve well because they are systematically taught the skills of literacy and numeracy to help them achieve in all subjects. In the work seen there is very little difference in the attainment of boys and girls and the school actively promotes the girls' confidence in mathematics and science and adapts the English curriculum to motivate the boys.

High quality teaching leads to high quality learning because teachers use their skills and knowledge to plan varied and challenging activities.

13. Pupils rapidly learn new skills and knowledge and very successfully consolidate what they have learned because of high quality teaching from the experienced and very effective teaching team. Teaching has improved significantly since the previous inspection, tasks are consistently demanding and subject knowledge in religious education and design and technology has improved.
14. One of the reasons for the strengths in teaching is that teachers in each class have very good subject knowledge. They use this knowledge very effectively to motivate the pupils. For example, in one design and technology lesson, the teacher knew exactly when to intervene in the group work with the timely re-enforcement of the criteria the class had agreed for evaluating their models of fairground rides. This meant that pupils did not waste time, and they happily continued to evaluate and modify their models. In the Reception and Year 1 class, the teacher has a very good understanding of the needs of young children. The bear hunt, part of a literacy lesson helping children to learn blends of letter sounds, clearly captivated the children's imagination as they travelled to the bear cave in the classroom playing the role of hunter. In a numeracy lesson about numbers that make up 11, pupils in Year 1 concentrated for a considerable time throwing red and white beans and counting each set. A cry of delight went out when all the red beans came up to make 11+0.
15. Assessments of all groups of pupils are carefully undertaken, using a range of procedures from a monthly record of writing to statutory and non-statutory national tests. This knowledge of pupils' achievement is used very skilfully to plan varied and challenging activities. Lessons are brisk and lively and pupils produce a good range of work. Evaluation sessions at the end of lessons are particularly effective in helping pupils understand what they have learned and what they need to learn next. There are no significant weaknesses in teaching that affect standards, but sometimes the rapid pace of learning reduces opportunities for pupils to think quietly and reflect on what they have learned.
16. Teachers use their specialist skills very successfully in each year group, particularly in Years 3 to 6. Following an evaluation of the effectiveness and efficiency of teaching, the headteacher and this small staff re-organised the timetable to enable them to use their particular strengths to the best effect. Very good specialist teaching in English, mathematics, science, design and technology, music and religious education, clearly enhances the pupils' learning and achievement.
17. Expectations of what pupils can achieve are consistently high. This leads to particularly effective challenges for high-attaining pupils. Skilful questioning that makes pupils think is a feature of all lessons. Teachers frequently ask probing questions like 'What do you think will happen? How can

you develop that further? What will happen if you change that number?' This makes pupils think and encourages them to be confident in applying what they have learned to new situations. Pupils who need help with their learning are given successful support, which shows in the results of their national tests. They are expected to achieve, and teachers give them every encouragement to be confident. This boosts their achievement.

18. Planning is of high quality and provides a very effective framework to lessons. Pupils know what is expected of them because teachers discuss what they are expected to learn in the lesson. A very successful range of activities maintains the pupils' concentration and helps them rapidly learn new skills and consolidate what they have learned. Pupils work very hard in lessons because they enjoy what they are learning.
19. Basic skills of reading, writing and numeracy are taught very well. From the Reception year to Year 6, pupils have very effective opportunities to practise their skills in other subjects such as science and design and technology, which consolidate their learning. Teachers use information and communication technology effectively as a tool for learning in lessons. For example, technology such as 'Power Point' was used to introduce lessons. In the Years 3 and 4 class, pupils have sent an e-mail to a school in Bangalore, Southern India, following their study of Chembakolli. Extension work using technology is planned and pupils were confident using a motor to make their Ferris wheels and round-a-bouts work in design and technology.

Behaviour is very good, relationships are excellent, and pupils thoroughly enjoy school because teachers manage them very well and personal development is good.

20. Behaviour is very good because pupils are very well managed and the provision for personal development is good. The high standards identified by the previous inspection have been successfully maintained. It is a credit to the school that the pupils have adapted very sensibly to the restrictions placed upon them by the building work in progress by the temporary loss of part of the play area and school building, and the use of temporary toilets.
21. From the Reception year the school plans for the pupils' personal and social development. Children settle quickly into school and concentrate hard, enthusiastically participating in the activities provided for them. The teacher and the learning support assistant constantly encourage them and the well-established routines in the classroom help them to be confident. They adapt well to working with the older children in Year 1 in the class, and work and play happily together. The patterns of very good behaviour are continued in Year 2 and pupils are enthusiastic about learning. They are keen and interested. Pupils take turns and are learning to listen to and respect one another's views and ideas. All the younger children behave very well in the playground. Their play is robust at times but they are careful to include others and willingly share the playground equipment.
22. In Years 3 to 6, pupils co-operate very effectively with one another in working groups. Teachers carefully plan activities that help pupils share ideas and learn to appreciate the different skills that each group member has. For example, one pupil in Year 3 announced that she did not normally work with the children in her group but the teacher was helping them to learn to work with each other. This is a good example of how teachers discuss objectives with pupils and plan experiences to enhance their personal development. As they get older, group work is more demanding and pupils are learning to respect ideas and skills, as for example in design and technology by working together on designs and prototypes for their fairground rides. Debate, discussion and argument in good humour emphasise the excellent relationships and trust that have been developed in the school. In a music lesson, only one of the groups in Years 5 and 6 found it difficult to create a pentatonic scale. While others quickly organised themselves, individuality and the disregard of others made it nearly impossible for one group to succeed. The teacher skilfully guided their learning by using other pupils' successes as examples. By the end of the lesson, all groups were successful in working together to make harmonious and disharmonious chords using notes in the scale.

23. Teachers provide very good role models for the pupils. Pupils respond well to this strong lead and value the encouragement and respect teachers give them. The harmonious working atmosphere generated in the school leads to the absence of oppressive behaviour, racism or bullying. Pupils feel that the very few times behaviour has become unacceptable, it has been dealt with quickly and fairly. This means that teachers can get on with the job of teaching and pupils can learn at a very good rate, unheeded by disruption. As pupils move from class to class they fulfil their increasing responsibilities very conscientiously and children in the Reception year and Year 1 enjoy the attention given by the oldest pupils in the school.

The range and quality of learning opportunities are very good. Opportunities stemming from links with the local schools' group promote high standards.

24. The quality and range of learning opportunities in and out of school are very good and significantly enhance the pupils' attainment and achievement. The curriculum has improved since the previous inspection and all policies are in place. The curriculum for children in the Reception year is carefully planned to meet the nationally recommended areas of learning and the requirement for religious education. The curriculum is balanced, comprehensive and very well organised. It provides a framework within which teachers plan a programme of learning designed carefully to meet the needs of all the pupils in each class. The curriculum for Years 1 to 6 includes all National Curriculum subjects and religious education. The personal, social and health education and citizenship programme enhances the learning opportunities. Very effective co-ordination ensures pupils achieve well, and often very well. The curriculum is effectively modified to meet the needs of groups of pupils including those with special educational needs and gifted and talented pupils. Effective support enables pupils with special educational needs to reach very similar standards to those of average-attaining pupils. High-attaining and gifted pupils are provided with a curriculum and support that enhance their achievement and attainment.
25. The curriculum strikes a very good balance between developing skills of literacy and numeracy and developing pupils' knowledge, skills and understanding across a broad range of subjects. Pupils read, write and use computers as part of their learning in all subjects. Evaluating their work in science and design and technology promotes the use of a broad and accurate vocabulary. Pupils are recording their investigations and research, and making notes in science, history and religious education.
26. Pupils gain great benefits from the school's involvement in the Partnership Group with other local schools and the local Sports College. This provides a broad range of opportunities for sporting and musical events, the use of a broad range of sporting and technological equipment and expertise from specialist coaches and teachers. For example, the school evaluated the benefits of an interactive screen to be used with the computer in lessons for the group of schools. Being a small school, pupil numbers inhibit competition with other schools, but membership of the Partnership Group provides a broad range of opportunities to compete and learn. Furthermore, teachers' skills and knowledge are enhanced through cost-effective joint training opportunities.
27. Visits and visitors significantly enhance the provision and ensure breadth and relevance to the curriculum. Pupils thoroughly enjoyed working with a team of actors and teachers who taught them science. The exciting and innovative techniques, made pupils buzz with excitement about what they had learned. A local bell ringer taught the pupils to play hand bells and a Hindu priest promoted a sensitive understanding of the richness that other cultures bring to society. Work with authors, artists and sculptors are well documented. Visits to places of interest are used very effectively. The popular residential visit with other schools makes a significant impact on the pupils' personal development as they experience life away from home and their parents.

WHAT COULD BE IMPROVED

28. No major areas for improvement were identified during the inspection.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

29. In order to continue to improve in all aspects of school life, the governors, headteacher and teachers should implement the very well thought out improvement plans.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	16
Number of discussions with staff, governors, other adults and pupils	10

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	10	6	0	0	0	0
Percentage	0	62	38	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 more than, three 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)	0	1
Number of full-time pupils known to be eligible for free school meals	0	4

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	7

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	12
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	4.6

Unauthorised absence

	%
School data	0.4

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	11	7	18

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	17	17	17
Percentage of pupils at NC level 2 or above	School	94 (92)	94 (92)	94 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	17	17	17
Percentage of pupils at NC level 2 or above	School	94 (92)	94 (100)	94 (100)
	National	85 (84)	89 (88)	89 (88)

Percentages in brackets refer to the year before the latest reporting year. Numbers have been omitted when there were fewer than ten pupils to protect their identity.

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
	2001	9	10	19

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	18	17	18
Percentage of pupils at NC level 4 or above	School	95 (84)	89 (89)	94 (89)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	18	17	17
Percentage of pupils at NC level 4 or above	School	95 (89)	89 (95)	89 (95)
	National	72 (70)	74 (72)	82 (79)

Percentages in brackets refer to the year before the latest reporting year. Numbers have been omitted when there were fewer than 10 pupils to protect their identity.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	112	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	4.8
Number of pupils per qualified teacher	24
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	53.25

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	0
Total aggregate hours worked per week	0

Financial information

Financial year	2002/2003
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	£
Total income	239688
Total expenditure	247254
Expenditure per pupil	2188
Balance brought forward from previous year	37775
Balance carried forward to next year	30209

Number of pupils per FTE adult	0
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FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	0

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	113
Number of questionnaires returned	52

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	27	6	2	0
My child is making good progress in school.	65	35	0	0	0
Behaviour in the school is good.	65	31	0	0	4
My child gets the right amount of work to do at home.	33	54	10	4	0
The teaching is good.	67	33	0	0	0
I am kept well informed about how my child is getting on.	54	42	2	2	0
I would feel comfortable about approaching the school with questions or a problem.	73	13	12	0	2
The school expects my child to work hard and achieve his or her best.	85	13	0	0	2
The school works closely with parents.	63	25	8	2	2
The school is well led and managed.	54	37	2	4	4
The school is helping my child become mature and responsible.	71	27	0	0	2
The school provides an interesting range of activities outside lessons.	53	29	12	0	6