

# INSPECTION REPORT

## **ST KEW COMMUNITY PRIMARY SCHOOL**

Bodmin, Cornwall

LEA area: Cornwall

Unique reference number: 111919

Headteacher: Mr P Aldis

Reporting inspector: Mr P Mathias  
21945

Dates of inspection: 19<sup>th</sup> - 22<sup>nd</sup> May 2003

Inspection number: 247160

Full 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: St Kew  
Bodmin  
Cornwall  
Postcode: PL30 3ER

Telephone number: 01208 841306

Fax number: 01208 841306

Appropriate authority: The governing body

Name of chair of governors: Mr Simon Ford

Date of previous inspection: November 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21945	Mr P Mathias	Registered inspector	Equal opportunities Mathematics Science History Music Physical education	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed What should the school do to improve further? Educational inclusion
19322	Mrs J Bedawi	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
24805	Mrs A Cogher	Team inspector	Foundation Stage Special educational needs English Art Information and communication technology Design and technology Geography Religious education	How good are the curricular and other opportunities offered to pupils? How well does the school care for its pupils?

The inspection contractor was:

Full Circle division of Parkman  
The Brow  
35 Trewartha Park  
Weston-Super-Mare  
North Somerset  
BS23 2RT

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WC2B 6SE

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>7</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>12</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>14</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>15</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>17</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>19</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>20</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>21</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>22</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>27</b>

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

### **INFORMATION ABOUT THE SCHOOL**

St Kew is a primary school with 72 pupils on roll. It is smaller than most primary schools. It caters for boys and girls between the ages of four and 11. Pupils' attainment on entry is generally below average. Nine pupils joined the school and eight pupils left last year at times other than the normal ones. These are high figures for a school of this size.

No pupils have English as an additional language and two pupils come from families where one parent is from a non-white British background.

Eighteen pupils are considered to have some degree of special educational needs, including five who receive support from outside the school. These pupils have a range of difficulties. The proportion of pupils with Statements of Special Educational Need is above the national average.

Pupils come from homes with a wide range of social and economic advantage and disadvantage. Whilst some pupils come from further afield, most come from the area near the school. About one third of children come from agricultural backgrounds. About an average proportion of pupils are considered eligible for free school meals.

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

St Kew is a good school with some significant strengths. It is effective. The quality of teaching is consistently good across the school. In 2002, standards in the national tests for 11 year olds in Year 6 show that pupils did better in English and science than could be reasonably expected of them judged by their prior performance in the national assessments when these pupils were seven. In mathematics, their performance was well above that which could be expected. In the 2002 assessments for seven year olds in Year 2 and 11 year olds in Year 6, a small number of pupils took the tests. When individual performance is taken into account, many of these pupils achieve well for them. Relationships between pupils and between pupils and adults are very good. The headteacher and teaching staff provide a good lead. Teachers work constructively and willingly together. Links with parents and the local community are very strong. The school provides good value for money and is well placed to improve further.

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

- The quality of teaching is consistently good.
- Relationships and the personal development of pupils are very good.
- Links with the community and parents are particularly strong.
- Opportunities to develop pupils' spiritual, moral, social and cultural development are consistently good, as is the provision for pupils to take part in a very good range of out of school activities.
- Accommodation and resources are very good and there is a very good match of teachers and support staff to the needs of the pupils.
- Standards in art and design and technology are high.

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

- Standards in English in handwriting and in the presentation of work are not consistently high enough.
- Insufficient emphasis is given in teachers' planning to teaching pupils how to conduct and record scientific investigations and enquiries.

- The governing body does not always establish what its major decisions should achieve and use that information to act as a critical friend of the school.

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

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

The last inspection in November 1997 found that St Kew was a school where the standards achieved by pupils were good, as were the quality of education provided and the school's climate for learning. At that time the current headteacher had recently been appointed. The report highlights a need to increase the role of the governing body, to strengthen the teachers' medium term plans and assessment procedures, to raise standards in information and communication technology and strengthen opportunities for speaking and listening in English.

Overall, the school has made good progress towards addressing the issues of the last report. However, there is still work to do in strengthening the role of the governing body further following recent changes in its membership.

The quality of teaching has improved and the leadership of the then newly appointed headteacher has proved to be a strength. Teachers work conscientiously together. The school is well placed to improve further.

Since 1999 standards in the national tests for 11 year olds have varied considerably because of the small size of the year groups who take the tests. Overall, the trend of improvement is broadly in line with the national trend and individual pupils often make good progress on the standards they achieved at the age of seven.

## **STANDARDS**

Because the number of pupils in Year 6 was less than ten, details of National Curriculum tests are not included in this report.

The results in the National Curriculum tests at the end of Year 6 have varied considerably over the last three years because of the very small size of the groups of pupils who took them and the impact of the performance of one or two pupils on the overall picture. In the 2000 tests, results in English were about average, well above average in mathematics and average in science. In 2001, results in English were above average, below average in mathematics and average in science. In 2002, results were below average in English and science and above average in mathematics. When compared to schools considered to be broadly similar, these results in 2001 were below average in English and science and above average in mathematics. When the individual performance of pupils is considered, those who took the tests in 2002 achieved above what could reasonably be expected of them in English and science and well above in mathematics. Overall, the standards in English, mathematics and science have improved at about the same rate as most schools.

## **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Good. Pupils have positive attitudes and concentrate well.
Behaviour, in and out of classrooms	Good. Pupils have a clear understanding of the standards of behaviour expected of them and generally give of their best.



Personal development and relationships	Very good. Relationships between pupils and adults are strong and pupils work together very well.
Attendance	Average. Pupils arrive punctually and records of absence are properly kept.

### TEACHING AND LEARNING

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

The quality of teaching is good. No unsatisfactory teaching was observed. Overall, in just over six out of ten lessons seen the teaching was good and in just under one in ten lessons it was very good.

The teaching of English is good. Teachers have a good understanding of the National Literacy Strategy. Teaching of mathematics is good and teachers plan carefully in similar ways to meet the objectives of the National Numeracy Strategy.

The teaching and use of support staff for pupils with special educational needs are good. These pupils are well supported in classes and given appropriate individual help. Currently, no pupils in the school have English as an additional language. However, appropriate arrangements are to hand if the school receives pupils with English as an additional language.

In the best lessons, teachers show very good subject knowledge which helps them make their lessons interesting. Teachers use their teaching assistants well. They make their high expectations clear to pupils so that all pupils know what they should aim to achieve in the time available. The lesson objectives are carefully and systematically reviewed at the end of the lesson to check on what has been learnt and to recognise individual efforts. Relationships between pupils and their teachers are very positive and pupils try hard to please their teachers. Lessons move forward with pace because the teachers prompt pupils to think quickly and accurately.

In the small number of lessons where teaching is satisfactory and has some weaknesses, the teachers do not set and maintain high enough expectations of how pupils should listen and, as a result, in a few lessons some pupils lose concentration and their attention wanders.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum meets the requirements of the National Curriculum and is significantly enriched by a very good range of out of school activities. However, there is insufficient emphasis in science on investigative work.
Provision for pupils with special educational needs	Good. All statutory requirements are met. Parents are fully involved and pupils receive appropriate support. Outside agencies are used effectively.

Provision for pupils' personal development, including spiritual, moral, social and cultural development	Good. Provision for spiritual, moral, social and cultural development is good and the school makes good use of opportunities to emphasise the richness and the diversity of modern British society. The achievements of artists, musicians and writers from non-European cultures are recognised appropriately in the day to day work of the school.
How well the school cares for its pupils	Good. Procedures for monitoring and supporting pupils' academic progress are thorough and the school is now using the information it collects on pupils' progress well. Procedures for monitoring personal development are good. Child protection is thorough, procedures for monitoring and improving attendance are satisfactory.
How well does the school work in partnership with parents	Very good and a strength of the school. Links with parents are very good and they have a very good impact on the life of the school. Parents receive detailed information about their children's progress. The school is at the heart of the community.

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

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	Good. The headteacher has a clear view of the long term needs of the school and provides a purposeful and energetic lead. Subject co-ordinators work closely and constructively together and their roles are well developed.
How well the governors fulfil their responsibilities	Good. The governing body fulfils its statutory duties well. Governors are well integrated into the life of the school but currently many are new to the governing body. The governing body has yet to establish rigorous systems to enable it to act effectively as a critical friend of the school.
The school's evaluation of its performance	Good. The headteacher evaluates carefully the information the school receives on its performance in the National Curriculum tests and in other initiatives. Co-ordinators have good opportunities to evaluate the success of teaching and learning in their subjects at first hand and to judge the progress of initiatives they are pursuing.
The strategic use of resources	Educational resources are well matched to the school's finances. The school's plans for improvement are the product of close consultation between governors and teachers. The school uses grants and additional funds well. There is a generous match of teachers and support staff to the size of the school. Both have a significant impact on the working of the school.

## 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>• Behaviour in the school is good.</li><li>• The school expects my child to work hard and achieve his or her best.</li><li>• The school is helping my child become mature and responsible.</li></ul>	None

In response to the 66 questionnaires sent out, 31 were returned. The evidence of the inspection confirms the parents' very positive views of the school. Very few parents registered any degree of dissatisfaction with the school. Many responses were entirely very positive.

A meeting was held between the Registered Inspector and parents. Nine parents attended. They were happy with the standards their children achieved and the quality of education provided. Those parents particularly felt that the provision for information and communication technology and the energy and enthusiasm of the teachers and support assistants had improved significantly since the time of the last inspection.

## **PART B: COMMENTARY**

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

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

1. Generally, pupils enter the school with below average standards. Standards overall are average at the end of Year 6. During the inspection there was no significant variation between the performance of boys and girls, although in the last three years in the tests at the end of Year 6, boys did better than girls in English and science and girls did better than boys in mathematics. Because of the small size of the groups of pupils taking these tests annually, trends in performance should be interpreted with caution because of the significant impact the performance of one or two pupils has on overall results.
2. In the national assessments at the end of Year 2 in 2002, standards were average in reading and above average in writing. In mathematics, results were below the national average. When compared to schools considered broadly similar, these results were below the national average. When compared to schools considered broadly similar, these results were below those similar schools in reading and mathematics and above those similar schools in writing. In the 2002 national tests for pupils at the end of Year 6, standards in English and science were below the national average. In mathematics, standards were above the national average. When compared to schools considered to be broadly similar, results in English were well below those similar schools. In mathematics, standards were above those similar schools and in science they were below.
3. In English, a below average proportion of pupils reached the expected standard, Level 4, and a below average proportion reached the higher level, Level 5. In mathematics, a lower than average proportion of pupils reached the expected level and a well above proportion reached the higher level. In science, a well below average proportion of pupils reached the expected level and an average proportion reached the higher level. When compared to the standards pupils achieved four years before at the end of Year 2, pupils made above expected progress in English and science and well above expected progress in mathematics.
4. Currently, standards of attainment in Year 2 and Year 6 are at the national expectations in all subjects, except for design and technology and art where they are above. In music, standards are above expected at the end of Year 2 and in line with the expected standards at the end of Year 6.
5. Pupils with special educational needs achieve well and make good progress. National comparative information shows that in the national tests for seven and 11 year olds in the last five years standards in English, mathematics and science have fluctuated wildly. This is due to the impact of one or two pupils on the overall performance of the small groups of pupils who took these tests annually. Overall, the school's trend of improvement over this period was broadly in line with the national trend.
6. The school has set realistic targets for 11 year olds in the national tests in English and mathematics. In 2002, the school was just below the target it set for itself in English and just above in mathematics. There is evidence to suggest that the school is well placed to reach its targets in 2003.

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

7. Pupils enjoy school life. Their attitudes to learning and their behaviour are good. The quality of pupils' relationships is very good, contributing significantly to the harmony of the school. Pupils' attendance is satisfactory.
8. The youngest children settle well to school because of the good school induction arrangements and positive links with the local playgroup, that prepare them well for school. Children's behaviour is usually good, due to the positive expectations that adults have of them. The children's social awareness is increasing appropriately, but they are still developing basic skills, such as the need to always listen carefully to adults and to other children. The children relate well to each other, to adults and to older pupils. They enjoy playtimes. The children are well behaved and sensible when attending events such as assemblies.
9. The older pupils like school and learning. Their attitudes to work are good and they are interested and involved in lessons. Pupils generally contribute effectively to teacher led discussions by asking questions, but they do not always listen as well as they could. Occasionally, pupils are slow to settle to written work. They show good levels of concentration and perseverance when encountering any difficulties. Pupils readily accept help from their teachers, the teaching assistants or other pupils, when it is needed. Many pupils will happily and confidently offer clear explanations about their work.
10. Pupils' behaviour at work and play is good. The vast majority keep the school rules. Pupils particularly enjoy the class sticker charts, or seeing the headteacher to get stickers for good work. Pupils who have more difficulty in behaving well are identified and helped to improve, perhaps by more teaching assistant support or good behaviour management strategies. At play, older pupils are very aware of the needs of younger pupils, treating them with kindness. No instances of inappropriate behaviour or bullying were seen. There have been no exclusions.
11. The quality of pupil relationships is very good. Pupils are expected to recognise positively, their responsibility to others. The 'buddy system', where older pupils help reception children with reading in the library area, is mutually enjoyed and has beneficially spilled over to pupils' leisure time. At play, pupils and younger children mix very happily; younger boys play football with older boys; both boys and girls can often be found playing and talking to younger children in their separate play area. There is good acceptance of pupils with special educational needs, those from other ethnic or social backgrounds, and newcomers, and all are fully included in all aspects of school life.
12. Pupils are encouraged and expected to be aware of how their actions can affect others. They have a good understanding of this. Older pupils undertake regular duties including, for example, collecting the registers, and using a clipboard to list class numbers, to help the school secretary. Pupils offer help and will befriend any pupil who appears lonely. There is no school council to involve pupils in formal decision-making, but the oldest pupils sometimes have informal discussions with the headteacher about school issues. This year, pupils in Class 3 will experience a residential visit to Bristol, in order to extend their awareness of multicultural society.
13. Attendance is satisfactory. The majority of pupils attend regularly. However, there is a degree of unauthorised absence, with some parents keeping their children off school without real reason. There is also some authorised absence, for term time

holidays, due to the seasonal nature of tourism and agriculture; for example, there is increased absence during the Royal Cornwall Show. Generally, pupils arrive punctually for school.

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

14. The quality of teaching is good and is of a consistently high standard across the school. During the inspection there was no unsatisfactory teaching. Overall, this is a similarly strong picture as at the time of the last inspection. In over six out of ten lessons seen teaching was good or very good. In the rest teaching was satisfactory.
15. Good teaching, linked to the thorough planning and increasingly careful analysis of what standards individual pupils are capable of achieving, ensures that pupils achieve well in the national tests at the end of Year 6, bearing in mind what could be reasonably expected of them at the end of Year 2.
16. The teaching of literacy is good and the lessons are planned thoroughly to meet the structure of the literacy hour. The school has worked hard and successfully to ensure that the National Numeracy Strategy is well taught and organised. It is well matched to the different ages and abilities within the classes.
17. Across the school where teaching is very good or good lessons are carefully planned so that the work begins purposefully. The teachers know their subjects well, for example, when discussing food chains. They take opportunities very well to make pupils aware of the rich diversity of modern society and of the contributions made to art, music and literature by non-European artists, composers and writers. Pupils are encouraged to discuss issues and to think things out for themselves, for example, in finding solutions to problems in mathematics. The teachers in the best lessons make pupils very aware of what they expect of them during the lesson and then they question carefully at the end of the lessons to check what has been learnt. Relationships between pupils and teachers are strong and all work together willingly to find the lessons fun, for example, when performing a piece of music. There is a close and well organised working relationship between teachers and their teaching assistants. The teachers organise the resources they will need carefully and carry on calmly improvising well when an unforeseen disaster occurs, such as when the county wide information and communication technology system failed in the middle of a lesson in which using computers was an integral part.
18. Where teaching is satisfactory and has some weaknesses, in some cases insufficient attention is given to extending pupils' listening skills. The teachers do not give sufficient emphasis to the need to produce neat, well presented work. As a result, some pupils are content not to give of their best.
19. The teaching of pupils with special educational needs is good. Pupils are supported individually, in small groups and in the classroom. Teachers and teaching assistants are supportive yet challenging and have high expectations of both the academic performance and the behaviour of these pupils. Lessons are planned that pupils find interesting and accessible and, as a result, they develop positive attitudes towards their work and learn well.

20. Overall, the quality of marking is good. Teachers regularly assess pupils' work and use this information with increasing effect to ensure that pupils achieve well. In the best lessons, teachers write very constructive and helpful comments which go towards establishing what pupils need to do to improve further. There are good arrangements for the setting of homework which is often closely related to the work pupils are undertaking in their lessons.

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

21. The school plans a broad, balanced and relevant curriculum that meets the needs of all pupils. Provision is good overall throughout the school, with some very good features. Statutory requirements are met for all subjects, including those of the locally agreed syllabus for religious education and collective worship. Effective strategies are in place for teaching the basic skills of literacy and numeracy, although improvements are needed in the teaching of spelling and handwriting.
22. Since the last inspection there has been good improvement in the development of the curriculum, and the issues highlighted in the report have been addressed. Provision for teaching information and communication technology is now good, and the curriculum is organised to meet the needs of mixed aged classes. The action taken in response to the regular monitoring and evaluation of curriculum planning ensures that lessons provide pupils with a wide range of learning opportunities, which successfully build on their previous experiences. Productive links are made between some subject areas; for example, information and communication technology and mathematics. However, opportunities to enhance pupils' literacy skills, particularly spelling and handwriting, in other subjects are not fully pursued.
23. The quality of the curriculum planning comprehensively covers all six areas of learning of the Foundation Stage. Teaching is good overall in all areas of learning because teachers and teaching assistants have a good understanding of the curriculum and how young children learn. The carefully organised activities ensure that all children are able to engage in purposeful play, which results in good learning. The teaching of phonics and other basic skills is good. The information gathered from regular assessments, including observations, clearly identifies what children can and cannot do, and teacher's planning is based securely on this information. As a result, children are provided with experiences that take their learning forward. Adults act as good role models and work together well. Relationships are good, and children are expected to behave well and work hard. In this positive atmosphere children feel safe and cared for, and develop a very positive attitude to learning. They are actively encouraged to take responsibility, for example, when putting away resources or caring for living things. Overall, resources are plentiful, of very good quality and used well.
24. Curriculum planning for Year 1 to Year 6 reflects the needs of the National Curriculum, and schemes of work are in place for all subjects. A planned programme ensures that all subjects are reviewed on a regular basis to identify areas for improvement. The quality and range of learning opportunities the school provides are good because teachers know the pupils well, and plan interesting activities that meet the learning needs of all pupils. For example, the school has identified the need to give greater emphasis to how to conduct and record investigations and enquiries in science.

25. Provision for pupils with special educational needs, including those with statements, is good throughout the school. Pupils receive effective support from teachers and teaching assistants as individuals, in small groups and alongside others in the classroom. These arrangements enable pupils to follow the same curriculum as other pupils. Pupils with specific needs are addressed in a variety of innovative ways, including a club for pupils with behavioural difficulties. Through the use of games and group activities these pupils develop the social skills necessary to take full advantage of their time at school.
26. The national strategies for literacy and numeracy have been successfully introduced and there is a commitment to refine and improve them. The school has carefully adapted these strategies to meet the needs of pupils in mixed age classes. Planned opportunities for speaking and listening are a regular feature of many lessons and pupils become confident speakers. Teachers model listening well, and pay full attention to what pupils are saying, valuing their contributions. Whilst most pupils respond well, teachers do not always clarify their expectations sufficiently and, as a result, a minority of pupils continue to talk at inappropriate times. The school has correctly identified speaking and listening, spelling, handwriting and presentation as areas requiring further improvement.
27. The curriculum is accessible to all pupils and is enhanced by the positive links the school has with local businesses and the local community. Well planned enrichment activities help to broaden pupils' experiences. For example, the use made of the school grounds, the church and a local wildlife area make a significant contribution to pupils' knowledge and understanding in science, geography and religious education. Regular visitors provide specialist teaching in, for example, art and music. These activities have a positive impact on standards in a range of subjects.
28. Provision for activities outside normal school hours is very good. Boys and girls have equal access and pupils of all ages are encouraged to take part. Activities are wide ranging and include the very successful school choir, poetry club, sketching club and a variety of sporting and musical opportunities. These activities are organised and run by teachers, teaching assistants, governors and parents, and pupils derive great benefit from them. The Year 6 residential visit, and regularly organised visits for other year groups in the school, provide further opportunities for pupils to develop a greater understanding of places and cultures.
29. Provision for personal, social and health education, and citizenship is good. Teachers know their pupils well and offer good support to pupils as they mature. In dedicated lessons pupils explore issues such as taking personal responsibility for their actions. The school provides a well organised sex education and drugs awareness programme. Good relationships between teachers and their pupils ensure that discussions are based on trust, and pupils' views or concerns are treated sensitively.
30. The school actively encourages involvement of the community in its work. Consequently, the contribution made by the community to pupils' learning is very good. Positive links with the local playgroup ensure that children experience few problems when they start school. The school contributes regularly to the Parish Magazine. Local businesses and experts give their time and resources to support pupils learning both in school time and outside school hours. A particularly good example of community involvement has been the development of the school grounds into a high quality learning environment. The school regularly enters local



and national competitions with a considerable degree of success.

31. Effective links with local schools result in many benefits for pupils. For example, Year 6 pupils join with pupils of the same age from other local primary schools for their residential visit. This arrangement allows pupils to meet before going to secondary school, and provides an opportunity for them to mix in a larger group of pupils of a similar age. Constructive links with the local secondary school ensures that pupils are able to meet the teachers, and become familiar with the much larger site of the secondary school before they transfer there.
32. The provision for pupils' spiritual, moral, social and cultural development is good. Spiritual development is good. The requirements for collective worship are fully met. During the inspection week, chicks were hatching in an incubator kept in school. Pupils observing the process were totally fascinated, as were several adults. The concept of birth and death was then used sensitively in a whole school assembly that enhanced pupils' understanding of the value and importance of the life cycle. Creative arts, including music, sometimes from different parts of the world, feature strongly in providing spiritual influences that enable pupils to explore their own feelings and emotions. There are well established links with the local parish and clergy, who regularly lead assemblies. Staff work well to provide pupils with experiences that include a spiritual dimension, or give them a new insight into learning.
33. The school promotes moral issues well. As a result, pupils care about each other, their school, and show respect for adults. Pupils have a strong sense of justice and clearly understand the difference between right and wrong. Older pupils set a good example for younger ones, helping them to understand the importance of, for example, the behaviour code and school rules. Within the secure and positive school environment, pupils feel free to develop as individuals.
34. There is good provision to promote pupils' social awareness. Pupils learn that it is 'cool' to help others and realise that other people may need support and understanding. Pupils regularly participate in community life, through the successful 'Open Day', concerts, performances and donations from Harvest Festival for local causes such as the air ambulance. Fundraising is a regular feature, with pupils involved in money raising activities for charities such as Dogs for the Disabled, the Wrong Trousers appeal, or Red Nose Day. The school enhances pupils' social development through annual adventure trips for Years 2, 4 and 6.
35. Pupils benefit from the good cultural provision offered by the school. The arts are well promoted through involvement in music making, artists, visitors from theatre groups or storytellers who increase pupils' knowledge of British and local culture. Regular trips are made to museums and places of interest. The school finds it far more difficult to provide pupils with first hand experiences of other cultures, partly due to its rural isolation. However, it compensates well through displays and resources that positively reflect the culture, heritage and beliefs of other ethnic groups. The religious celebrations and festivals of other faiths are recognised; currently, there is a display of religious Sikh artefacts. Older pupils will soon visit Bristol to experience multicultural city living.

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

36. The school's procedures for assessing pupils' attainment and progress have

improved and are good overall. The key issue from the last inspection relating to this aspect of the school's work has been addressed. National assessment data and teacher assessment results are used to record and track pupils' progress in English, mathematics and science. Additional data from standardised tests and optional assessment materials are also used to provide further evidence of pupils' attainment and progress. Teachers assess pupils in all other subjects of the curriculum using guidance from the schemes of work and by evaluating lessons. Teachers set individual annual and short term targets for pupils. These targets are discussed with pupils and their parents and are reviewed regularly. Valuable analysis of performance data is used to compare the school's results with national and local results, and to identify areas of the curriculum which require improvement.

37. The use of assessment information to inform planning is good overall. Test results and very valuable observations made by teaching assistants provide teachers with good information, which they use when planning lessons. They make alterations to their lesson plans on a regular basis as they respond to the learning needs of pupils on a day to day basis. Overall, the marking of pupils' work provides pupils with valuable information about what they have achieved, and need to do next to improve.
38. Procedures for monitoring and supporting pupils' academic progress are satisfactory. Although procedures for assessing pupils are good, and targets are set, no record is kept to show whether or not pupils have exceeded, met, or not met their targets. As a result, it is not clear from the records kept whether or not pupils are achieving what teachers expect of them.
39. The support provided for pupils with special educational needs is good. Detailed records are kept of what pupils achieve in lessons, and assessment information is regularly updated. Teachers and teaching assistants know the pupils well and confidently guide pupils as they work towards achieving the targets detailed on their individual education plans. Effective use is made of the expertise of external agencies to enhance the provision made. Parents of these pupils are kept well informed and are actively encouraged to contribute to their children's learning at home and in school.
40. Staff work together successfully providing a good level of welfare, guidance and support. Procedures for monitoring behaviour and preventing bullying are good. Procedures for monitoring attendance are satisfactory, as is the monitoring and support for pupils' personal development. The attention paid to matters of child protection and health and safety is good.
41. The staff work closely and well together, to support pupils' needs, using their good knowledge of individuals to ensure that all pupils make steady progress in learning. The help given to pupils by teaching assistants, often for pupils with special educational needs, is good, and complements the work of class teachers. However, work provided for able pupils is sometimes insufficient and lacking in challenge. Volunteers, parents and governors regularly provide additional 'hands on' help in classes.
42. Procedures and practices for monitoring behaviour and preventing bullying are good. Pupils respond well to the positive reward system, enjoying inclusion in the 'Gold Book' or the Celebration assembly. Staff follow the behaviour policy consistently. Pupils who have difficulty with their behaviour or attitudes are supported well through individual strategies, a support group run by teaching

assistants, behaviour targets and home-school link books with parental agreement and support. Bullying happens from time to time and is dealt with promptly. The ethos of the school is such that incidents are not common, because pupils quickly tell staff if they have any worries. No unkind behaviour was seen during inspection.

43. Procedures for monitoring attendance are satisfactory. The manual registers now close promptly, resolving concerns noted at the last inspection. Phone calls home are made promptly if expected pupils do not arrive. The school is aware that some parents keep their children off school without valid reason and that a small minority of pupils arrive late in the morning, and is trying to overcome this problem.
44. The monitoring of personal development is satisfactory. Most areas related to personal development, including discussions, are successfully covered in subjects such as religious education or science, and in assemblies. Older pupils are able to participate in a 'Hazard Alley' project to raise their awareness of different personal safety scenarios. Teachers use their considerable knowledge of pupils effectively to provide informal advice and support, although little is recorded. Pupils' self-esteem and confidence is promoted well so that all pupils know that they are valued as individuals.
45. Arrangements for child protection are good. The designated person is trained and proactive in promptly addressing issues that may have child protection implications. Other staff have received training and are aware of procedures set out in local authority guidance. There is very good multi-agency and local authority support available, so that advice can be sought before a formal referral is made.
46. The management of health and safety is good. The school has trained first aiders. Required records and tests are all in place. Regular assessment of potential risks is undertaken, and is currently being transferred to a computerised recording system. No issues were noted during inspection.

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

47. The school enjoys a very good partnership with its parents, who are extremely supportive and committed to their small rural school. This is a strength of the school. Links between home and school are very good, as is the level of parental involvement in the life of the school. The quality of information provided for parents is good. Parents are keenly interested in their children's education and have very good opinions of the school.
48. Shared parental partnership is actively encouraged and is greatly appreciated by parents. The school continues to explore and develop this partnership. Parents and visitors to the school receive a very friendly welcome on arrival; prospective parents are able to see the school in action, escorted by the helpful school secretary. Staff make time to chat to parents informally at the start and end of the day.
49. Parental involvement in school life is very good. The very active parents' association raises considerable funds for additional resources or to contribute to school improvements, arranging many very well attended events including the annual Summer Fayre. Parents quickly rally round if the school needs any kind of support. Some parents regularly help around school, in classes or with clubs. Many others help on trips and attend school functions.

50. The quality of information parents receive is good. Regular newsletters are received and, responding to parental request, detailed information letters about the taught curriculum are now provided. The prospectus fully meets requirements and is very comprehensive. Parents meet staff formally twice a year to discuss their children's progress. Pupil reports meet the requirement to report on all subjects, but other data is not always included, for example, the year that the individual pupil is in, and required attendance figures. The content of some reports is too often about subject coverage or what pupils can do, rather than providing information about helping pupils to progress.
51. Parents have a very strong commitment to their children's learning, both in and outside school. Many parents are actively involved in supporting extra-curricular clubs, music tuition and other school activities. Meetings and workshops about pupil learning are well attended. Parents can approach the school, knowing that effective action will be taken in relation to education related issues. Parents are happy with the homework that their children receive and the guidance offered to help them to provide effective support at home. Older pupils have well completed, marked homework books. Provision for homework is good; there are plans to improve it further by, for example, providing parents of older pupils with a glossary for literacy based work.
52. Parents' views of the school are very good and they have no major concerns. The opportunity for more individual attention in a small school is valued as is the provision for pupils with special educational needs. Parents feel that staff are hardworking and very approachable. They are satisfied that their children are happy at school.

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

53. The quality of leadership and management is good. Parents rightly believe that the leadership shown by the headteacher and teachers is good. At the time of the last inspection the headteacher was newly appointed. Since then the headteacher has been successful in ensuring that there is a very positive commitment from all those involved in the school and that the school sits firmly as a centre for the local community. Teachers and support assistants work enthusiastically and effectively together and have high expectations of each other and of their pupils. The roles of co-ordinators are well developed. There are well established ways of working so that the school functions efficiently and effectively. Increasingly good use is being made of the information the school collects on pupils' progress to raise standards further.
54. The school has made good progress in addressing most of the key issues of the previous report. An exception to this is the need to build further on the progress already made in strengthening the role of the governing body. There are well established procedures to involve governors and teachers in determining the long term needs of the school and in planning systematically to address them. The school development plan is well constructed and is a product of this joint process. Individual governors are regular and welcome visitors to the school. However, many governors are recently appointed and are only beginning to gain an understanding of their role as a critical friend of the school. Previously, the school worked closely with governors to identify areas for development, for example, in the improvement of the facilities for information and communication technology. However, currently governors lack a systematic procedure to establish clearly at the onset what their decision should achieve and ways of rigorously following these

through to ensure that the school achieves what it sets out to do. The school is well placed to improve further and to build on the clear commitment shown by all staff.

55. Pupils with special educational needs, including those who have Statements of Special Educational Need make good progress. This good progress is achieved because the results of regular assessments and progress reviews are used to inform their individual education plans. Teachers and teaching assistants know pupils well, and provide them with the practical help and guidance they need to progress well.
56. The governing body fulfils its statutory duties well and has been well led by an experienced, committed chair of governors who is in the process of moving to another part of the country. The governing body has good systems to judge the long term financial needs of the school and to monitor its expenditure. It has a good understanding of the principles of best value. Day to day administration is smooth and efficient and sets a welcoming tone to visitors and parents.
57. The accommodation is very good and is spacious. It is well maintained. Very good use is made of the school grounds to provide effective areas for pupils to use at playtimes and for some aspects of their work. There is a very good match of teachers and teaching assistants to the needs of the curriculum which is well supported by them. Resources for teaching and learning are generally good and are carefully stored.
58. Pupils enter the school with levels of basic skills which are, on the whole, below average. By the time they leave at the end of Year 6, pupils achieve generally average standards in classes, although results in the national tests for 11 year olds in English and science in 2002 were below average and above average in mathematics. These pupils achieved well in English and science and very well in mathematics based on the standards they reached when aged seven. Overall, pupils make good progress.
59. Taking into account the overall good quality of teaching, the good progress pupils make, the positive and purposeful way the school is led and managed and the overall good standards of behaviour and relationships across the school, the school provides good value for money.

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

60. The governing body, headteacher and staff should:
    - 1) raise standards in science by giving greater emphasis in teachers' planning to teach how to conduct and record scientific investigations and enquiries; \*  
(Paragraphs 24, 90)
    - 2) raise standards in English in handwriting and presentation by making the high expectations found in some classes more consistent across the school; \*  
(Paragraph 76)
    - 3) put in place arrangements for the governing body to establish clear statements of what it intends to achieve from its major decisions when these decisions are being made and rigorously to follow those through to ensure that the objectives set are met. (Paragraph 54)
- \* Which the school has recognised in its school development plan as a priority.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	16

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	2	14	6	0	0	0
Percentage	0	9	64	27	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 four 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)	N/a	72
Number of full-time pupils known to be eligible for free school meals	N/a	12

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR Y6
Number of pupils with statements of special educational needs	N/a	2
Number of pupils on the school's special educational needs register	N/a	18

#### English as an additional language

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

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	8

### Attendance

#### Authorised absence

	%
School data	4.8

#### Unauthorised absence

	%
School data	0.3

National comparative data	5.4
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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
	2002	-	-	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	13	12	13
Percentage of pupils at NC level 2 or above	School	100 (100)	92 (71)	100 (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	13	13
Percentage of pupils at NC level 2 or above	School	100 (71)	100 (100)	100 (86)
	National	85 (85)	89 (89)	89 (89)

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

**Note:** Due to small cohort individual boy/girl figures are not available.

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

**Note:** Because less than 10 pupils took the tests for 11 year olds in 2002, it is inappropriate to include those results here.



### ***Ethnic background of pupils***

<b>Categories used in the Annual School Census</b>
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

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

<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
70	0	0
0	0	0
0	0	0
1	0	0
0	0	0
1	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
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)	3.5
Number of pupils per qualified teacher	20:1
Average class size	24.6

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

Total number of education support staff	4
Total aggregate hours worked per week	76

### ***Financial information***

Financial year	2002/2003
	£
Total income	232,074
Total expenditure	241,146
Expenditure per pupil	4,206
Balance brought forward from previous year	30,815
Balance carried forward	-2,875

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	1.5
Number of teachers appointed to the school during the last two years	1.5
<hr/>	
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	66
Number of questionnaires returned	31

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	26	0	0	3
My child is making good progress in school.	61	32	0	3	3
Behaviour in the school is good.	61	39	0	0	0
My child gets the right amount of work to do at home.	32	55	10	3	0
The teaching is good.	68	29	3	0	0
I am kept well informed about how my child is getting on.	45	39	16	0	0
I would feel comfortable about approaching the school with questions or a problem.	77	19	3	0	0
The school expects my child to work hard and achieve his or her best.	65	35	0	0	0
The school works closely with parents.	61	32	6	0	0
The school is well led and managed.	65	29	3	0	3
The school is helping my child become mature and responsible.	74	23	0	0	3
The school provides an interesting range of activities outside lessons.	74	19	3	0	3

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

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

61. Children are admitted into the reception class according to their birth date in line with locally agreed procedures. Before starting school most children have attended the local pre-school group. The good relationship with this group, and the well organised induction programme, which includes part-time attendance at school ensures that children settle into school life quickly. Teachers use a range of assessments, including observations, to find out what children can do. These assessments show a range of attainment, which varies from year to year, but overall is below average. Aspects of children's personal development, and their development in speaking and listening and writing, are often below those expected for children their age.
62. The quality of teaching is good in all areas of learning. The reception class provides a bright and stimulating environment in which children learn well. The range of activities provided, and the support children receive from adults, ensures that all children, including those with special educational needs, make good progress in all areas of learning. By the end of their reception year, most children achieve the nationally expected levels in all areas of learning, and a minority of children exceed them. The school has maintained its good provision reported at the last inspection.
63. Parents are encouraged to take an active role in their children's learning. They are provided with good information about the school day and activities in which their children will be engaged. They support their children's learning in a variety of ways, including helping in the classroom, providing items to support topics and sharing books at home.

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

64. Many children start school with underdeveloped skills in this area of learning. The good planning and organisation of activities provide children with many opportunities to improve their skills. Playing board games is a regular feature of the day and encourages children to co-operate with others, take turns and share. They develop a good understanding of the need for rules, a sense of fair play and learn to consider the needs of others. Children concentrate for extended periods of time because they are well supported by adults, and the planned activities are well matched to their learning needs. Children work independently, behave responsibly and handle resources with care. These skills were particularly evident in the way children responded to the chicks which were being hatched and looked after in the classroom during the inspection. Children's self-help and social skills develop well because they are encouraged to work together and make decisions in, for example, role-play activities and when working on joint projects. Children seek help from adults only when they really need it, confident in the knowledge that they will be well supported.

### **Communication, language and literacy**

65. By the end of their reception year most children reach the expected levels and some exceed them. Children's attainment in aspects of this area of learning are very variable. A small number of children have well developed speaking and listening skills. Many children on entry have limited knowledge and understanding of

reading, letter sounds, writing and handwriting. Children achieve well in these areas because stimulating learning opportunities are provided and structured schemes are used well. Activities, such as working in the role-play area and whole class discussions, promote the development of children's speaking and listening skills. Children become good communicators and use increasingly varied vocabulary. Most develop an awareness of the needs of the listener, although a few find it difficult to consistently wait until it is their turn to speak. Teachers reinforce expected behaviour through good modelling, as they wait for children to finish speaking before they speak, and, as a result, children's skills in this area improve. Children learn about letters and the sounds they make and use this knowledge in their reading and writing. Many opportunities are provided for children to practise their writing skills, for example, in the writing corner and role-play area. Stories are used well to stimulate children's developing imagination, which in turn enhances the quality of their writing. They are well supported by adults and make good progress in learning to form letters correctly and spell simple, frequently used words. Children enjoy looking at books and listening to stories. They handle books with care and understand that print conveys meaning. They read familiar texts confidently, and use their knowledge of letter sounds when attempting to read unfamiliar words.

### **Mathematical development**

66. When children start school, their attainment in this area is variable, and overall is below expected levels. The organisation of a wide variety of activities ensures that all children achieve well and most reach the expected levels by the end of their reception year. The provision made to support children's mathematical development is firmly based on practical experiences. For example, children learn the names of simple two-dimensional shapes, and explore ideas linked to pattern when colouring eggs. When playing games they learn to count and develop a simple understanding of addition and subtraction. Adults are skilled at helping children learn the vocabulary of mathematics. When working with large wheeled toys they develop an understanding of positional words such as behind and in front. Through cooking activities they begin to understand the concepts of more and less, and experience the use of weights as measures.

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

67. Provision in this area is consistently good and effectively promotes learning through interaction and exploration. Children achieve well and most are likely to reach the expected goals in all aspects by the end of their reception year, and a few will exceed them. The classroom, outdoor play area, school grounds and immediate locality are used well to support children's learning. Children confidently use everyday technology such as listening centres and computers. When cooking, children are encouraged to ask questions about why things happen and to discuss how things change. They learn to select appropriate tools and equipment. Exciting opportunities are provided for children to learn about living things. They grow plants from seeds and observe a wide variety of plants on display in their classroom. Using magnifying lenses they look closely at butterflies and talk enthusiastically about what they see. Through observing chicks hatch in an incubator, and then looking after them, children learn how to care for living things whilst also gaining knowledge and understanding of life cycles. These very valuable experiences make a significant contribution to children's personal and spiritual development, and are thoroughly enjoyed by all. A good range of manufactured construction kits ensures that children have ample opportunity to use their imagination and discover different

ways of joining objects. Children have a well developed sense of community and become fully involved in all aspects of school life, including school productions.

### **Physical development**

68. Children's attainment in this area is good and most are likely to reach the expected goals by the end of their reception year. They develop a good awareness of space and each other when working on apparatus in the school hall. The emphasis placed on practical activity fully supports children's learning as they are given time to learn new skills, and practise and build on those they have already learned. The outdoor play area is used effectively to promote children's developing co-ordination, and to support other areas of learning such as their social development. Good resources ensure that children are given many opportunities to develop their control over small objects such as paintbrushes, scissors and small construction pieces.

### **Creative development**

69. Well planned activities for this area of learning encourage children to use their imagination and communicate their feelings. Through the use of open-ended questions adults encourage children to talk about what they can see, feel and think. Activities also support children's speaking and listening skills, and make a positive contribution to their spiritual, personal and social development. Children play co-operatively in their role-play and negotiate and make decisions when completing group artwork. They are provided with a wide range of media through which they express their ideas. For example, when making a very large butterfly from sheep wool, children discussed how the wool felt, the colours to be used, and the design to be made. Children's enjoyment of activities such as these is evident in their enthusiastic response and high levels of concentration. Music is a regular feature of children's daily work. They sing a range of songs and rhymes from memory with enthusiasm and enjoyment. Nearly all will achieve the expected levels by the end of the reception class.

## **ENGLISH**

70. Standards in English are average. Improvement in English since the last inspection has been good. The key issue from the last inspection relating to the provision of regular planned opportunities for speaking and listening has been addressed, and standards are rising. The results of the 2002 National Curriculum tests for pupils in Year 2 were in line with the national average, and below average for similar schools in writing. They were above both the national average, and average for similar schools. Small numbers of pupils are involved in taking the tests which means that the results of a few pupils has a marked effect on the overall results. However, whilst the school's results vary from year to year, over a period of a few years an improving trend has been established.
71. The number of pupils involved in taking the Year 6 National Curriculum tests in 2002 was very small. Overall, results indicate below average attainment when compared to the national average, and well below average for similar schools. However, when compared to their attainment at Year 2, pupils make above average improvement by the time they are in Year 6. Although results from year to year are variable, standards overall are improving, and all pupils, including those with special educational needs, make good progress.
72. Inspection evidence confirms that there are significant variations in the ability of

pupils both within and between each year group. Results, including the attainment of boys and girls, reflect the overall ability of each year group.

73. On entry to school, pupils' attainment in all aspects of English is very variable, but below those expected overall. An effective combination of focused teaching of basic skills and practical activities ensures that by the end of their reception year pupils are well prepared for Year 1 work. Of particular note is the introduction of a new strategy for teaching the sounds letters make, which is already having a positive effect on pupils' confidence and accuracy when reading and spelling in Year 1.
74. Planned opportunities to support pupils' developing speaking and listening skills are a feature of many lessons, in different subjects. In the lessons where these opportunities are fully exploited pupils make good progress. By the end of Year 2 the majority of pupils speak confidently in small and large groups. Most pupils listen attentively to stories and respond appropriately in discussion, although some find it difficult to listen carefully to their teacher and each other. By Year 6, the majority of pupils are articulate, and contribute with enthusiasm to discussion, speaking clearly and fluently. They use subject specific vocabulary with increasing confidence. Most pupils listen well, in a range of situations. In the most effective lessons teachers clearly communicate their expectations of pupils as listeners. Pupils work collaboratively when required, sharing ideas and modifying their views accordingly. Additional opportunities for pupils to develop their speaking skills are provided through drama, including whole school productions and assemblies.
75. Overall, pupils' standards in reading at the end of Year 2 and Year 6 are average, although there are variations within and between year groups. The structured approach to the teaching of reading, and the high quality support pupils receive from teachers, teaching assistants and their parents, ensures that all pupils make good progress. Pupils are enthusiastic readers who enjoy reading a variety of books including poetry and non-fiction texts. The school actively promotes reading for enjoyment through school competitions, and the 'reading buddies' scheme. As a result, pupils develop positive attitudes to reading. Pupils are taught, and use, a range of strategies to read unfamiliar text. Older pupils talk confidently about their favourite authors and give reasons for their choices. As their confidence grows they read with increasing fluency and expression that demonstrates their awareness of the needs of the listener. Some pupils belong to local libraries, although these facilities are some distance from the school. The school's own library is well stocked with a good range of fiction and non-fiction books, and the availability of books in classrooms is also good. Consequently, both boys and girls of all ages have regular access to books that are well matched to their needs as readers. Pupils are taught the necessary skill to enable them to locate information in the library. They are also able to use information and communication technology to support their research skills.
76. Developing pupils' writing skills has been, and continues to be, a focus for the school. Standards of writing by the end of Year 2 and Year 6 are average overall, with few pupils attaining the higher than expected levels. The school has correctly identified the need to improve standards in spelling and handwriting throughout the school to support the raising of standards overall. Analysis of pupils' work shows that in both of these areas pupils attain below the levels expected for their age. In addition, the progress made by pupils over time, and the quality of their work in terms of the way it is presented, is below that expected.

77. Pupils in Year 2 become familiar with different forms of writing, including stories, poetry and letters. They write in simple well constructed sentences, although aspects of basic punctuation and the spelling of simple commonly used words are often incorrect. By Year 4, pupils' story writing is often well organised with ideas and themes linked effectively to support the flow of the story. They use an increasingly varied vocabulary, although many words are incorrectly spelt. Pupils' handwriting shows little improvement on that of Year 2 pupils, with frequent inconsistencies in the size of letters and the way they are joined. A few Year 6 pupils write well, are increasingly able to improve their work through drafting and editing, and have a secure understanding of the use of standard English. With increasing confidence, pupils write in a range of styles and for different purposes. For example, when studying the poetry of Benjamin Zephaniah pupils clearly grasped the rhythm and style of his work, as shown by the following extract:

### **Bad Sister**

*My sister is annoying  
Because she is so boring  
She gets in my way  
And bugs me all day  
I will have to go out  
Or she will start to shout  
She ruins all my games  
And starts to call me names.*

78. As is the case for younger pupils, underdeveloped skills in handwriting and spelling reduce the overall standard of work produced by Year 6 pupils.
79. The skills developed in literacy lessons enable pupils to understand the different styles and functions of writing. Pupils use this knowledge in their work in other subjects such as science, design and technology and geography. Diagrams, letters, instructions and accounts are regular features of pupils' work in these subjects. The range of writing studied by pupils, such as the work of Benjamin Zephaniah, makes a valuable contribution to pupils' spiritual and cultural development.
80. Pupils' attitudes to all aspects of English are positive and they behave well in lessons. They work hard, appreciate the efforts of their classmates and learn a lot from each other. Pupils' personal and social development is well supported by the way lessons are structured and organised. A particularly strong feature is the importance that is placed on the sharing of work at the end of lessons, and the value pupils and teachers put on these sessions.
81. The school has successfully implemented the National Literacy Strategy. Appropriate adaptations have been made so that the needs of pupils in mixed age classes are met. Teachers clearly identify what they want the pupils to learn and share these objectives with their classes. Additional support strategy materials are used effectively. Limited use is made of information and communication technology in lessons because the range of software available is not extensive. The school has identified this area of its work as being in need of improvement. The school is also aware that the lack of a structured approach to the teaching of spelling and handwriting has resulted in the below average standard of pupils' work in these areas. The school is actively pursuing a range of possible solutions to bring about improvements.



82. Overall, the quality of teaching is good throughout the school with some very good features. In the best lessons teachers' expectations are high but realistic and they succeed in motivating pupils through the use materials pupils find interesting, including the use of role-play and drama. Teachers use skilful questioning to assess pupils' level of understanding of past and current learning. Teachers' marking provides pupils with sufficient information to enable pupils to know what they have done well and what they need to improve. Targets are set for all pupils in Years 2 to 6. These are regularly reviewed and as pupils achieve them new targets are set. Opportunities to work on these targets in other subjects are not pursued. Teaching assistants are skilled and make a positive contribution to pupils' learning in lessons. Visiting storytellers, after school clubs and trips to the theatre provide additional experiences for pupils to appreciate the written and spoken word. Homework is used well to support and enhance pupils' learning.
83. The English co-ordinator is knowledgeable and is clear about what needs to be done to continue to improve standards. Effective use is made of the analysis of test results, the monitoring of planning, teaching and pupils' work to guide the schools improvement planning for English. The quantity and quality of resources are very good and used well to support pupils' learning.

## **MATHEMATICS**

84. Standards in mathematics are average at the end of Year 2 and Year 6. This is the same picture as at the time of the last inspection. In the national assessments of seven year olds in 2002, standards were below average when compared to schools nationally and to schools considered broadly similar. In the national tests for 11 year olds in the same year, results were above average for schools nationally and for schools considered to be broadly similar. When the performance of this small group of pupils is compared with how well they attained when they were seven their progress is well above what could reasonably be expected. Since 1998, the trend of improvement in Year 2 and Year 6 national assessments has been erratic, reflecting the impact of the performance of a small number of pupils on the overall trend of improvement for each year. During the inspection there was no evidence of significant variation in performance of boys and girls, although in the small groups of pupils who took the national tests for 11 year olds in 2002, girls did better than boys in the mathematics test. Pupils with special educational needs are well supported and make good progress. Standards in numeracy are the same as in mathematics and teachers have a good understanding of the requirements of the National Numeracy Strategy.
85. By the end of Year 2, pupils are able to count confidently within 100, adding three or more numbers in a series. They are able to calculate simple money problems and recognise sequences in number patterns. They are able to follow directions and to apply these to a 'treasure hunt.' They are able to complete mentally straightforward calculations using near multiples to ten speedily and accurately.
86. By the end of Year 6, pupils are able to calculate the size of angles in regular shapes accurately and work out the size of 'missing angles'. They have a secure understanding of decimals and simple fractions. They are able to show and interpret data using line, block and pie charts. They are able to calculate averages and know the difference between mean, median and mode. They have confidence to use a range of strategies to solve problems.

87. In the small number of lessons seen the quality of teaching was good. In the best lessons the teachers had a very good knowledge of the subject to be taught, for example, how to attempt different strategies to solve a problem. The lessons are moved on smoothly, from brisk opening sessions where pupils are prompted to think and calculate quickly and accurately. The teachers asked increasingly challenging questions in vigorous and searching ways. Pupils' work was well planned so that it was well matched to the different ages and abilities in the classrooms. Resources for learning are readily to hand so that pupils are able to use them when they are needed. The teachers organised help from other adults in the room well so that these assistants were always purposefully employed working with individuals or small groups of pupils. Homework is regularly set and marked and teachers are quick to recognise and to praise individual efforts.
88. The subject is well led and the co-ordinator has worked hard to ensure that the National Numeracy Strategy is thoroughly understood and well taught by other teachers. Resources are good and are readily available. They are well used.

## SCIENCE

89. Standards in science are average at the end of Year 2 and Year 6. Standards are the same as at the time of the last inspection. In the teacher assessments at the end of Year 2 in science in 2002, standards were very high. In the national tests for science at the end of Year 6 in the same year, standards were below average for schools nationally and for schools considered broadly similar. However, when the performance of this very small group of pupils is compared to their performance when aged seven, they made better than expected progress. Overall, the trend of improvement in standards in science has risen from a low point in 1999 so that now it is much closer to but just below the national picture.
90. Within Year 1 and Year 2, pupils know about the importance of healthy eating and how 'good' food will help to build strong teeth. They know that forces 'push' and "pull" in different directions. They are able to construct simple keys to identify minibeasts which they have found in Tregellis Pond. They know about animal habitats. Older pupils are able to identify the different parts of a plant and have a good understanding of eco-systems and food chains, for example, how energy is renewed through photosynthesis. They are able to construct and explain how a food web works. They have some understanding of how some substances can be changed forever and how changes to some substances can be reversed. However, throughout the school insufficient emphasis is given to developing the skills of scientific enquiry and to understanding how to conduct and record tests. Little attention is given to predicting what is likely to happen in an experiment before it is conducted or to comparing that prediction with the final outcome. Older pupils have only a limited understanding of the importance of constants and variables and how to observe and record methodically.
91. In the small number of lessons seen the quality of teaching was good. Where teaching has particular strengths, the teacher had a very good subject knowledge, for example, when describing how an eco-system works. The objectives of the lesson were made clear so that pupils began work with a definite understanding of what they should accomplish in the time available. Opportunities were well taken to use information and communication technology to help pupils find out information for themselves.
92. The co-ordinator provides a good lead to the subject, ensuring that teachers plan

and teach in similar ways. The co-ordinator has already recognised and begun to address the need to rectify the under-emphasis previously given to scientific investigation. Procedures to determine the long term needs of the subject are good and resources are adequate; these are handily and safely stored.

## **ART AND DESIGN**

93. At the end of Year 2 and Year 6, pupils attain standards in art and design that are above those expected nationally. All pupils make good progress, including those with special educational needs. This represents good improvement since the last inspection. Art and design makes a positive contribution to pupils' spiritual, moral, social and cultural development, and also to their speaking and listening skills.
94. Pupils experience a broad and balanced range of activities that compliment and enrich their learning in other areas of the curriculum. They work with a wide range of media in two and three dimensions. Pupils also benefit in lessons from the support and expertise given by parents, some of whom are artists.
95. Pupils in Year 1 experience working with a wide range of materials and printing, painting and drawing tools. They explore the textures of a variety of materials and use them well to add interest to their work. When working with paint they develop an understanding of how colour can suggest a mood. They confidently use hot and cold colours when painting deserts and arctic scenes.
96. Regular opportunities are provided for pupils to draw from first hand observation. Pupils in Years 2 and 3 use pencils with increasing skill and confidently use shading to create areas of light and dark in their work. They become familiar with the work of famous artists. After studying the work of sculptor Andy Goldsworthy they make their own sculptures using natural materials, many of which come from the school grounds. They are encouraged to talk about what they like or dislike about their own work, and the work of famous artists.
97. Pupils in Years 4, 5 and 6 contribute to develop further their design skills using their knowledge of materials to add interest to their work. When making 'bug masks' they produce work of a good standard that demonstrates a secure knowledge of the skills and techniques needed to make the masks. They use their imagination well to decorate the finished products by freely combining a wide range of colours and textures to achieve the effect they want. This aspect of pupils' work is fully supported through the study of artists such as Georgia O'Keeffe. Work produced by pupils in her style show their increasing ability to use colour in a bold and imaginative way. When drawing from observation, pupils pay increasing attention to detail to produce sketches of plants, insects and spiders of a high quality.
98. Teaching of art and design is good. Teachers have good subject knowledge and plan lessons that motivate pupils to work hard and use their imagination. The quality of pupils' work demonstrates clearly their enjoyment of the subject. Overall, they behave well, work hard in lessons, and use what they have learned to good effect. They are well supported by teachers, teaching assistants, parents and each other. They respond positively to suggestions as to how they might improve their work. At the end of lessons they are able to appreciate and evaluate each other's work and are keen to talk about what they have achieved.
99. The school benefits from having its own kiln. Good use is made of this resource and pupils throughout the school become skilled at working with clay. They make a

range of objects using a variety of techniques. Pupils achieve well in this aspect of art and design, with the attention paid to shape, form and texture being particularly noteworthy.

100. There is a positive approach to art across the school. The variety of planned experiences helps pupils to appreciate cultural diversity, although the range of non-western art they study is not extensive. The use of information and communication technology is also underdeveloped. Pupils regularly enter competitions where they achieve a good degree of success. The value placed on pupils' work is high. Displays around the school are of good quality and celebrate pupils' achievements. The after school sketching club makes a positive contribution to the standards pupils achieve in drawing. The co-ordinator is knowledgeable and provides good support for her colleagues. Resources are plentiful and used well in lessons.

## **DESIGN AND TECHNOLOGY**

101. The previous inspection judged that by the end of Year 2 and Year 6 standards were in line with national expectations. Based on a review of pupils' past work, in workbooks, photographs, displays and portfolios standards are above those expected nationally at the end of Year 2 and Year 6. This represents good improvement. The progress made by all pupils, including those with special educational needs, is good. Design and technology fully supports pupils' spiritual, personal and social development.
102. By the end of Year 2, pupils have experienced working with a variety of materials. Regular opportunities are provided for pupils to design and make objects. They develop the skills needed to generate designs that show what materials are to be used, and take account of the purpose of the finished object. For example, money holders made by Year 2 pupils fulfilled not only the design requirement to hold money but were also appealing to look at because of the imaginative use of colour and the materials used. Productive links to other subjects are often made, for example, designs for brooches in the style of the Vikings, as part of pupils' work in history.
103. By the end of Year 6, pupils are skilled at using 'design sheets'. They record their design, producing side and aerial views, list the materials they will use and identify the way they will join the different parts of their design. Pupils of all abilities produce work of a good standard that is well thought out to meet the design criteria. When they have made their design, pupils evaluate their work. They identify the best features of their work, the problems they had when making it and how they could improve it in the future. These written evaluations show that pupils understand that a product's quality is dependent on the quality of construction and suitability for its purpose.
104. Pupils effectively use skills learned in literacy and numeracy in their design and technology studies. In Years 4 to 6 pupils use their measuring skills when making mini-greenhouses, and write instructions for making shadow puppets.
105. Pupils are encouraged to think for themselves and to solve problems through projects that capture their imagination. The activities they take part in provide positive social experiences that encourage them to accept the views of others and be critical of their own work.
106. Although no teaching of the subject was observed, pupils' work shows that teachers

expect pupils to work hard and apply themselves fully to the planned activities. Lessons have clear objectives, and resources are used well to support pupils in their learning. Pupils' work is assessed through evaluating the success of an individual lesson or series of lessons, and the quality of pupils' finished work.

107. Co-ordination of the subject is effective in ensuring that pupils experience a broad range of relevant experiences. Resources are very good overall. The school benefits from a well organised, high quality, practical area where a very good range of tools and materials are easily accessible to pupils. In addition, productive links with local businesses provide additional resources. For example, materials to build mini-greenhouses were provided by the local garden centre. Pupils' success in the subject is celebrated in displays of high quality.

## **GEOGRAPHY**

108. Evidence from pupils' work, displays around the school and teachers' planning indicates that standards, overall, are in line with national expectations at the end of Year 2 and Year 6. However, standards are good in pupils' ability to carry out fieldwork investigations outside the classroom, and their knowledge of their local environment. Inspection findings reflect those found in the last inspection. All pupils, including those with special educational needs, make satisfactory progress overall.
109. By the end of Year 2, pupils have a secure knowledge of the main features of contrasting world climates and weather. For example, they know that it is cold and dry at the South Pole, and hot and wet in a rainforest. Good use of the classroom and school grounds supports pupils' understanding of compass points and locating features on maps. They can identify places within the school grounds, and rivers, woods and the sea on maps. They use these skills and their knowledge of what people need to survive, to decide on a good place for people to live on an imaginary map. They give reasons such as, "by the wood so people have access to building materials and fuel".
110. By the end of Year 6, pupils confidently carry out fieldwork to investigate the relationship between the depth of a river and how fast it flows. They collect data about the river and then use it to answer questions. Pupils' knowledge and understanding of places in the British Isles, and physical and man-made features of the landscape, are supported well through the study of maps and photographs. Maps and satellite images are used extensively to support pupils' developing geographical skills. However, opportunities for pupils to compare what they learn about features of places in the British Isles with similar features and places in contrasting parts of the world are not commonly pursued. Links to other subjects are often used to help pupils with their learning in geography. For example, they use information provided by the school's weather station to learn about changes in the weather. Information and communication technology is used to present the information gathered, and pupils use their mathematical skills in data handling to ask and answer questions of the information collected. Written accounts of their fieldwork support their learning in literacy.
111. Individual pupils take responsibility for 'St Kew Bear' when they go on holiday. By taking photographs and collecting information about the places they visit, pupils throughout the school gain a greater understanding of places both around the world, and within the British Isles.

112. Few lessons were seen. However, from looking at teachers' plans and by talking to pupils it is clear that the teaching of subject specific vocabulary and fieldwork skills is good, because pupils use both of these aspects of their work confidently. Teachers have sufficient subject knowledge to ensure that they plan appropriately to ensure pupils experience a range of activities. Teachers evaluate lessons and pupils' work in order to determine the success of lessons. Pupils are assessed against the expectations of the scheme of work. Pupils work co-operatively and talk enthusiastically about their work. The school has a good range of quality resources, including an automated weather station that is used well to support pupils' learning.

## **HISTORY**

113. During the inspection it was only possible to see a very small number of history lessons. However, from a scrutiny of pupils' work and teachers' plans, and by talking to pupils and teachers, it is clear that standards in history are in line with those expected of pupils at the end of Year 2 and at the end of Year 6. This is a similar picture to that at the time of the last inspection.
114. Younger pupils are able to recognise how farm machinery has changed in the last half century. They know, for example, that the combine harvester has replaced the binder. They know that horses were the main form of transport 100 years ago. They have some knowledge of who the Vikings were. Older pupils in Year 3 to Year 6 have a good understanding of the important dates in a Cornish time line and that the result of the Battle of Dearham Downs was to separate the West Celts from those in Wales. They know from studies of local census returns about the nature of employment in the area a century ago. They are able to re-tell in a dramatic way the story of the mining disaster at Wheal Owles. They know something of how the railway was brought to St Kew and of the different types of employment in the area during the Victorian period. They know some of the main facts about the Tudor monarchs. However, the quality of the presentation of pupils' work is not consistently high enough and in some circumstances pupils do not give of their best. While the curriculum meets National Curriculum requirements, insufficient attention is given in the curriculum for older pupils in Year 5 and Year 6 to understand the major achievements of the Victorian period on both national and international scales.
115. The co-ordinator provides a good lead to the subject, particularly in supporting the work of other teachers and in emphasising the local dimensions. There are good resources for studies of the local area including a large range of old farm tools and small farm implements.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

116. Improving provision and raising standards in information and communication technology have been a priority for the school. The previous inspection judged that by the end of Year 2 and Year 6 standards were below those expected nationally, as was the progress made by pupils. Financial resources have been used to provide sufficient laptop computers to enable pupils throughout the school to be taught information and communication technology skills in their classrooms. Teachers' planning has also improved. As a result, standards in information and communication technology are now in line with those expected nationally. Pupils make good progress in lessons and indications are that standards will continue to rise. This represents good improvement since the last inspection and indicates that the finances invested have been effectively spent.

117. Pupils in Year 1 control the computer mouse with confidence. They use a variety of programs to support their learning including drawing and word processing programs. In Year 2, pupils use computers and computer controlled programmable toys with increasing competence. They co-operate well and confidently input a sequence of instructions to make it move around objects towards an identified goal.
118. In Years 3 to 6, pupils' ability to use a range of programs develops steadily. In Year 3, pupils use a program to guide a pirate towards treasure by inputting into the computer a series of directional instructions. By the end of Year 6, pupils' keyboard skills have developed well and they are able to use an increasing range of computer programs. Many confidently use data handling programs and learn how to present data in a variety of ways that best meet the needs of the task. For example, they decide that weather data is presented most clearly using a line graph rather than in bar chart form. The school's weather station provides a good example for pupils of how technology increasingly contributes to our daily lives. Pupils throughout the school work well together.
119. The teaching of information and communication technology is good throughout the school. Teachers have sufficient knowledge, are enthusiastic and plan lessons carefully. Pupils' skills are systematically developed and some effective links to other subjects ensure they are given time to practise their skills in a variety of situations. For example, after entering data and producing graphs, pupils were able to use their mathematical data handling skills to ask and answer questions of the information they had presented. Teaching assistants, and parents who help in the school, make a very valuable contribution to pupils' learning in this subject. They are skilled and knowledgeable and offer high quality help and support to pupils. The good teaching is rewarded well by the enthusiasm of the pupils, all of whom work hard and achieve well. Teachers make good use of ongoing assessment in lessons to ensure that all pupils are sufficiently supported and challenged.
120. The co-ordinator provides effective leadership of the subject and has managed the improvements since the last inspection well. The school has correctly identified areas for improvement in the subject. Most of these revolve around the purchase of additional software to support literacy and numeracy. In addition, improved use of the Internet for research would further improve the provision made by the school. Resources overall are good, and well used in lessons.

## **MUSIC**

121. During the inspection it was only possible to see a small number of lessons. However, from a scrutiny of pupils' work, teachers' plans and discussions with pupils and teachers, it is clear that standards in music are above expected levels at the end of Year 2 and at expected levels at the end of Year 6. This is an improvement on the picture taken at the last inspection.
122. Younger pupils in Year 1 are able to sing rounds and echoes accurately. They try hard to interpret the song they are singing so that they copy the tone and inflexions of the teacher. They are able to accompany themselves on a range of untuned percussion instruments, for example, using shakers and maraca bells effectively. They know that a conductor's job is 'to control the people' and to ensure that performers 'start' and 'finish' together. They are able to follow simple cues when performing and to read simple notations so that they keep time well.

123. Older pupils in Years 4, 5 and 6 sing tunefully and many take part in after school singing activities in the 'Super Singers'. There are also good opportunities, which many pupils take up, to learn to play an instrument. For example, one notable assembly was skilfully accompanied by a small group of older pupils who showed poise and maturity when performing, as a result of this provision.
124. The quality of leadership and management of the subject is good and reflects the recently appointed co-ordinator's own considerable expertise and experience. Resources are currently satisfactory and include a small collection of non-European instruments as well as an appropriate range of untuned percussion instruments and keyboards.

## **PHYSICAL EDUCATION**

125. Standards in physical education are in line with those expected at the end of Year 2 and Year 6. This is the same picture as at the time of the last inspection.
126. Younger pupils in Years 1 and 2 are able to throw and catch accurately. They compete against each other keenly to see who can run or jump faster or further. They show good techniques in taking off and landing and take turns fairly. They are aware of the need to 'warm up' and 'cool down' before and after exercises. They respond sensibly to explain, 'why the ball is going further'.
127. Older pupils in Years 4, 5 and 6 have very positive attitudes to the subject. They take part willingly and enthusiastically, for example, when practising the skills of throwing and catching. They try hard to meet and exceed targets which the teacher sets for them, for example, in striking a ball with a bat. However, in some cases they do not succeed as well as they might because they do not give sufficient thought to applying the techniques they have recently learnt.
128. In the small number of lessons seen, the quality of teaching was good. In the best lessons the teachers explained the activities to be undertaken carefully so that pupils knew clearly what was expected of them. These objectives were thoroughly reviewed towards the end of the lessons so that pupils knew that 'you improved'. The teachers explained and demonstrated the techniques to be used and applied well so that everyone was able to see the standards to aim for. The teachers were enthusiastic and this keenness was infectious so that pupils tried hard and found the activities fun. The teachers ensured that all pupils, including those with special educational needs, were fully involved in the lessons, which were energetic and demanding.
129. The subject is soundly led and successful efforts have been made to improve the school's facilities and resources. These include a well appointed hall, outdoor hard grassed areas and a good range of small and larger equipment. These are well used.

## **RELIGIOUS EDUCATION**

130. Very few lessons were seen so that judgements are based on evidence gathered from scrutiny of pupils' work, displays, teachers' planning and school documents. At the end of Year 2 and Year 6, pupils reach the standards set out in the locally agreed syllabus for religious education. Overall, all pupils, including those with special educational needs, make satisfactory progress. These findings are similar to those found in the last inspection. The contribution made by religious education



- to pupils' spiritual and personal development is good.
131. Pupils develop a secure knowledge of major world religions. Festivals and celebrations are studied in lessons and support pupils' knowledge and understanding of the similarities and differences between religions.
  132. By the end of Year 2 pupils know about the main features of a Christian church and can compare these with the features of a Jewish synagogue. They know why certain features such as a 'font' and 'altar' are particularly important to followers of Christianity. Pupils know that religions have 'special days' and understand that these days are very important to followers of these religions. Pupils begin to understand that religions provide people with rules to live by. For example, they understand how Christians are expected to behave through their study of The Ten Commandments.
  133. In Years 3 to 6, pupils continue to develop their knowledge and understanding of Christianity through detailed study of the local church. In addition, they study the Bible and talk confidently about 'The Creation'. They compare and contrast similar stories from other world religions and cultures. Pupils consider with honesty, trust and sensitivity, themes such as 'temptation'. In these situations they begin to appreciate tolerance and an understanding of how to make choices in their lives.
  134. It was not possible to observe sufficient lessons during the inspection to make a rounded judgement on the quality of teaching. However, teachers plan appropriately according to the locally agreed syllabus. Opportunities to help pupils develop their speaking and listening skills are a regular feature of lessons and collective worship is used well to support pupils' learning in religious education. Very good use is made of the local church to support pupils' knowledge of Christianity, and visits from local clergy further enhance pupils' experiences and understanding.
  135. Spirituality is a strong feature of the curriculum as are the positive attitudes and tolerance promoted in the school. Religious education makes a good contribution to these aspects of the school's work. Resources are good and used well to support teaching and learning in this subject area.