

INSPECTION REPORT

COADS GREEN PRIMARY SCHOOL

Coads Green, Launceston

LEA area: Cornwall

Unique reference number: 111934

Headteacher: Mrs Kathy Jarrett

Reporting inspector: Rob Crompton
7230

Dates of inspection: 19th – 21st May 2003

Inspection number: 247161

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 years
Gender of pupils:	Mixed
School address:	Coads Green Launceston
Postcode:	PL15 7LY
Telephone number:	01566 782303
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Bryan Cruise
Date of previous inspection:	23 rd March 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
7230	Rob Crompton	Registered inspector	The Foundation Stage Mathematics Science Information and communication technology Music Physical education	What sort of school is it? How high are standards? <i>The school's results and achievements</i> How well are pupils taught?
13874	Jane Chesterfield	Lay inspector		How high are standards? <i>Pupils' attitudes, values and personal development</i> How well does the school care for its pupils? How well does the school work in partnership with parents? How well is the school led and managed?
16492	Bob Lever	Team inspector	Special educational needs English Art and design Design and technology Geography History Religious education	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school serves a rural community near Launceston. It is smaller than most primary schools, with 69 children on roll aged from four to eleven. Many travel to school from other villages in the area. Almost all pupils are of white UK heritage and all speak English as their first language. As they enter the school, children's levels of attainment are a little above average. Very few pupils have special educational needs and no pupil has a statement of special educational need. The proportion of pupils eligible for free school meals is average. Since the last inspection, there have been several changes of staff and the school has been led by six headteachers, four of them temporary. The current head teacher took up her permanent post in January 2002.

HOW GOOD THE SCHOOL IS

This is a good school. As a result of consistently effective teaching, pupils progress well and achieve good standards. Attainment is particularly high in English, mathematics and science. Relationships are excellent. Pupils respond very positively to very good provision for personal development. The head teacher provides very good leadership and has helped the school to move forward significantly. All staff work together well. Governors provide good support. Parents are pleased with recent improvements. The school gives good value for money.

What the school does well

- The headteacher provides very good leadership and strong educational direction
- Very good teaching and learning lead to high standards in English, mathematics and science
- Excellent relationships and very good provision for personal development mean that pupils behave very well and have mature and responsible attitudes
- Learning assistants make a very good contribution to pupils' progress and attainment
- The curriculum includes a good range of opportunities for pupils to learn through practical experiences, visits and activities outside lessons
- Good relationships with parents enables them to support their children's learning
- The school community works together towards the same ends
- Governors support the school well

What could be improved

- The standards achieved in information and communication technology (ICT) by the end of Year 6
- The accommodation, particularly for physical education and for the youngest children

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been good improvement since the last inspection in February 1998. Standards in English, mathematics and science have risen significantly. Assessment is now good and work is matched more closely to pupils' prior attainment. Subjects are managed more effectively and whole school planning is much clearer. A lack of appropriate resources has meant that standards in ICT have not improved as much as they should, although pupils have begun to make much better progress recently.

STANDARDS¹

Although the results of National Curriculum tests vary a little from year to year, the overall picture is one of good progress and consistently high standards in English, mathematics and science. Children do well in each area of learning in the reception class and they build well on this good start during Years 1 and 2. By the time they are seven, pupils reach very good standards in reading and achieve above average standards in writing and mathematics. They continue to progress well in Years 3 to 6 and achieve very good standards in English, mathematics and science. Work seen during the inspection was of very good quality, reflecting the general pattern of recent National Curriculum test results.

Higher attaining pupils and those who have special educational needs make good progress and achieve well because work is set for both groups at appropriate levels.

Seven and eleven-year-olds achieve average standards in art and design, design and technology, geography, history and religious education. Attainment in ICT is in line with expectations in Year 2 but not in Year 6. Although pupils are confident when using computers, there are significant gaps in their knowledge. It was not possible to judge standards in music or PE.

Improvement in test results has been above the national trend over the last five years. Targets with an appropriate element of challenge are set each year. In recent years, these have been met or exceeded.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils of all ages are very involved in their learning and in the daily life of the school.
Behaviour, in and out of classrooms	Very good. Pupils are especially considerate of others in the cramped conditions of the school's classrooms and playground.
Personal development and relationships	Excellent. Pupils of all ages are very ready to use their initiative in order to increase their learning and to improve life for others in the school. Pupils know that they matter and that their contribution counts
Attendance	Very good. It is well above the national average. Punctuality is also very good.

TEACHING AND LEARNING

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

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

Consistently successful teaching across the school is the main reason that pupils make good progress and achieve high standards. Teachers have excellent relationships with pupils. They take imaginative approaches and adopt a brisk pace. Pupils pick up teachers' enthusiasm and try their best to succeed. Teachers plan lessons very well so that work is set at the right level for groups and individuals. Teachers and pupils are very well supported by the dedicated and skilful learning assistants.

Literacy and numeracy skills are taught very well. Teachers provide many opportunities for pupils to practise these skills in a range of subjects. This is a significant factor in the progress made.

¹ Detailed results National Curriculum tests over the last three years are not included as there were below eleven pupils in the year groups.

Pupils have a good understanding of the key things they should be learning. This is made clear at the beginning of lessons and is reinforced effectively at the end. Teachers assess and mark pupils' work very well; they make careful notes about how individual pupils are getting on and what they need to do next. Pupils have a very good level of independence and will usually have a go. They are secure in the knowledge that teachers encourage them to try things out without worrying about making mistakes.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is broad and balanced by and is enhanced by a good range of extra-curricular activities and visits.
Provision for pupils with special educational needs	Good. The small number of pupils with special educational needs and others requiring additional support are well provided for by teacher and learning assistants.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Very good. The school provides particularly well for pupils' moral and social development.
How well the school cares for its pupils	Care for pupils is good. Staff know all the children well and give them good support on a day-to-day basis. Good assessment procedures enable teachers to set work at the right level and to track pupils' progress.

The new headteacher has won the confidence of parents who are pleased the direction in which the school is now heading.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The school is very well led and managed by the headteacher, who has given it a sense of purpose and direction after several years of uncertainty. She has carried the whole school community with her.
How well the governors fulfil their responsibilities	Good. The governors carry out their duties well. They support the headteacher and the staff, and hold them to account for the school's achievements
The school's evaluation of its performance	Good. The school monitors and evaluates its performance well. The staff work closely as a team to analyse results and consider classroom performance.
The strategic use of resources	Good. The school manages and uses its finances well. Grants from the local education authority have been well targeted to areas of need.

Staff are well qualified and work hard but there are not enough of them to allow the headteacher adequate time out of the classroom.

Accommodation is poor. The lack of corridors means that lessons are frequently interrupted and disturbed. The lack of a hall and of an outdoor area for the reception children restricts aspects of the curriculum.

Resources are now adequate, though there is not enough equipment for gymnastics and there is no climbing apparatus for reception children.

The school applies the principles of best value well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • They feel that staff are approachable • They believe that the school has high expectations for their children • They think that their children are becoming mature and responsible. 	<ul style="list-style-type: none"> • Some would like more extra-curricular activities. • Some want better information on how well their children are doing. • Some feel that the school s not well led and managed.

The inspection team agrees with the positive points raised by parents. Extra-curricular provision was judged to be good, especially in view of the size of the school and the number of staff available. Reports are good overall, following a redesign last year. However, although there is some very good quality report writing, it is not consistent across the school. The frequent change of headteachers over the past few years led to weaknesses in leadership and management. The school is now very well led by current headteacher

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. As children enter the school, their attainment is above that usually found at this age. Because of the good provision for reception children, they progress well and meet or exceed the early learning goals². Pupils make good progress through Years 1 and 2 so that, by the time they are seven, standards in reading and writing are well above average and attainment in mathematics and science is above average. Higher attaining pupils did well in English in the 2002 National Curriculum tests, with a well above average proportion achieving the higher levels. They did not perform as well in mathematics and science, where a below average proportion achieved the higher levels. Although the number of pupils was too small to identify a trend, the school has worked hard to ensure that those pupils with the potential to achieve well in these subjects are suitably challenged. As a result, higher attaining pupils in the current Year 2 are reaching their potential in English, mathematics and science.
2. Due to the very good teaching and pupils' extremely positive attitudes, pupils continue to make good progress in Years 3 to 6 so that the standards achieved by Year 6 in English and mathematics and science are very good. National Curriculum test results averaged out over last four years indicate that pupils were about two terms ahead in English, mathematics and over a term ahead in science. This indicates that standards are consistently high.
3. When test results are compared with those of similar schools³, the picture changes from year to year. However, because of the very small numbers, the results of one pupil can mean that the school appears to be much better or worse than average. Similarly, when the results of Year 6 pupils are compared with those they achieved when they were in Year 2, the small numbers involved means that this is a not reliable indicator of general performance. The school generally enables all pupils to do as well as they can. In every year group, good or very good standards are evident in pupils' work in English, mathematics and science.
4. Higher attaining pupils and those who have special educational needs make good progress and achieve well because work is set at appropriate levels for both groups. There is no significant difference in the attainment of girls and boys because the school ensures that they get equal opportunities. Teachers pay equal attention to boys and girls during lessons so one group is not allowed to dominate discussions. The good range of activities is open to all and those pupils who have particular talents and abilities – particularly in sport - are given encouragement and support. The school celebrates the academic success and personal achievements of all pupils so they gain confidence and strive even harder.
5. Standards achieved by Year 2 and Year 6 meet expectations in art and design, design and technology, geography, history and religious education. Attainment in ICT is in line with expectations in Year 2 but not in Year 6. Although pupils are making good progress, they have too much catching up to do in order to reach the expected standards in all aspects of the subject by the end of Year 6. Due to the brief duration of the inspection, it was not possible to judge standards in music or PE.

² The early learning goals set out the level of attainment expected in six areas of learning: personal and social development; communication, language and learning; mathematical development; knowledge and understanding of the world; physical and creative development.

³ This is based on the number of pupils known to be eligible for free school meals.

6. Pupils' good skills in literacy and numeracy contribute to their learning in other subjects. In particular, their well-developed speaking, listening and reading skills help to enhance their understanding. As pupils express their ideas or comment on one another's work, teachers often pick up on things and help them learn even more. Teachers insist on careful presentation across all subjects which contributes to the improving standards in writing. Achievement in subjects such as science and design and technology is enhanced as pupils use their numeracy skills to record data in graphs and produce accurately drawn plans.
7. The overall picture is one of good progress and consistently high standards. Improvement in test results has been above the national trend over the last five years. The school has recently been awarded a School Achievement Award, which acknowledges improvements in performance. The small number of pupils in each year group means that the school can be very accurate in predicting individual performance. Targets with an appropriate element of challenge are set each year. In recent years, these have been met or exceeded.

Pupils' attitudes, values and personal development

8. The school is very successful in the way it helps pupils to develop as individuals. Standards in this area are even higher than they were at the time of the last inspection. Pupils' attitudes to the school and to their learning are very good. They have a lively and enquiring approach to work and are very keen to share their ideas and to get on with their tasks. Year 3/4 pupils, for example, had a very mature discussion on environmental issues in their personal, social and health education (PSHE) lesson, showing an awareness of global issues and a realisation that their own contribution to conservation mattered.
9. Behaviour in the school is also very good. Pupils are very aware that space is tight and that because of this they need to be sensible and safety conscious. During wet lunchtimes, for example, the oldest pupils can be trusted to get on with their meals, clear up and find something quiet to do, while the younger ones do as staff tell them so that everyone can get their lunch without fuss. In the playground, pupils know that they need to be careful because the current building work restricts the area available to them, and they share the space fairly with one another. Older and younger pupils watch out for others and take care of one another, and boys and girls play happily together. Bullying or similarly unpleasant behaviour is rare. The headteacher has not had to exclude anyone since she has been at the school.
10. The quality of relationships and pupils' personal development are excellent. At the heart of this lies the fact that everyone in the school community knows and values everyone else; all have their part to play in making the school run smoothly. Pupils know that their individual efforts matter and make a difference. The school council, for example, is organised on a rota basis so that every pupil has a turn at representing their year group and, as a result, they all feel thoroughly involved and responsible. Younger pupils are as fully included as the older ones. They are confident about expressing their views and older pupils are very willing to listen to them.
11. Pupils are very ready to take on responsibilities, both in lessons and around the school. In a Year 5/6 English lesson, for example, one girl assumed the role of scribe during a discussion and summarised the main points on the whiteboard. This contributed significantly to the learning of the group. At the other end of the school, Year 1/2 pupils helped one another find and choose resources in an art lesson, without having to go and ask the teacher for help. Older pupils play a major role in

ensuring that the school day runs smoothly. They escort the youngest children from the playground to their classroom, for example, and check lunch requirements each day. They take these responsibilities very seriously, because they know that the staff rely on their support and this makes them feel that their efforts are appreciated.

12. The level of attendance is very good, much higher than at the time of the last inspection. It is well above the national average. Pupils' absences are mainly caused by illness and their parents support the work of the school by not taking them on holiday during term-time. Unauthorised absence is just below the national average. Punctuality is also very good. Pupils enjoy coming to school and arrive in good time each day so that the morning session can get off to a prompt start.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

13. Pupils progress well through the school because of the very good teaching. Nineteen of the 20 lessons observed were good or better, with a third being very good or excellent. Classroom relationships are excellent. Pupils respond very well to the teachers' warm encouragement and their high expectations of behaviour and effort.
14. Teachers have a wide repertoire of strategies for gaining and sustaining pupils' interest and attention. They plan lessons carefully to achieve a good balance between explanations, practical activities and opportunities for pupils to explore ideas independently. This varied approach, together with teachers' skilful use of questioning, means that most lessons move at a brisk pace. At the beginning of most lessons, teachers help pupils to review what they already know and ensure they know which new learning the lesson will cover. Consequently, pupils gain a good idea of how they are doing and what they need to do to improve. Individual targets, agreed with teachers, also contribute to pupils' knowledge of their own learning.
15. Teaching is strong across all year groups. Reception children benefit from working in small groups with a teacher or the nursery nurse and also gain from working alongside older children. Pupils benefit from consistently good teaching in the key skills of literacy and numeracy. English, mathematics and science are taught extremely well in Years 3 to 6. Because teachers have a wide range of expertise, pupils enjoy most subjects. Teachers ensure that they practise and consolidate literacy and numeracy skills within subjects such as geography, religious education and science.
16. Teachers are good at checking pupils' progress, knowledge and understanding on a day-to-day basis, using a combination of quick-fire questions and extended discussions and by carefully marking their work. As a result, pupils receive good individual feedback and the data from assessments helps teachers to finely tune subsequent work. Homework is set regularly and helps pupils to practise and consolidate their learning, particularly in English and mathematics
17. Teachers are fully committed to helping all pupils learn and plan lessons carefully to provide suitable work for those with special educational needs or higher-attaining pupils. High flyers are encouraged to tackle challenging work and to hone their independent research skills. Learning assistants play an important part in supporting pupils, especially those with special educational needs or who are a little behind their classmates. Boys and girls co-operate well during the collaborative group work that is included in many lessons

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

18. A broad and balanced curriculum promotes the aims of the school well. Arrangements for educational inclusion are good. The school takes this very seriously, and has produced very good policies for race equality and for equal opportunities linked to gender. Both set out practical strategies for combating sexism and racism taking particular account of the monocultural nature of the school's intake.
19. The quality and range of learning opportunities for children in the Foundation Stage are good overall. The constraints of the accommodation mean that these children do not always have access to the full range of outdoor play opportunities. The staff work hard to try to overcome this.
20. Provision for pupils' personal development is good. Health education and the use and misuse of medicines and drugs are taught as part of personal, social and health education (PSHE) and the science curriculum. Sex education is taught in line with the governors' policy. Pupils are provided with accurate information, which promotes positive attitudes to a healthy lifestyle.
21. Planning ensures that there is a sufficient amount of time given to all subjects; a good improvement since the last inspection when plans for ICT were lacking. Weekly plans are detailed and focus on key learning objectives for different groups of pupils. The national literacy and numeracy strategies have been successfully implemented with work closely matched to pupils' needs. This is having a good impact on helping to maintain and raise the high standards.
22. The curriculum is appropriately organised for pupils with special educational needs and others needing additional support. It is particularly good in English and mathematics. Individual education plans are effective in ensuring that needs are met whilst enabling pupils to have access to the whole curriculum. There are good links with the speech and language therapist but the school finds it difficult to access other specialist support and advice for pupils with special educational needs. The school has identified pupils with particular gifts and talents in line with the local authority guidelines, but planning for them is at early stages.
23. The school provides a good range of opportunities to enhance the curriculum. Boys and girls take part in activities run by teachers, teaching assistants and parents, which include football, netball, cross country, athletics and an art club for the younger children. The school has a good range of visits and visitors. Appropriate links with partner institutions, such as the playgroup and secondary schools, help to prepare pupils for transfer to their next stage of education.
24. The community contributes well to pupils' learning. The school is at the heart of the village and is involved in festivals at Christmas and Easter. Pupils visit and entertain older citizens and raise money for charities. Local firms give support. Several provided money for the 'Penguin' litter bin, another provided the netball kit and a local garage sponsors a drugs leaflet.
25. The provision for pupils' spiritual, moral, social and cultural development is very good, as it was at the last inspection. There is a clear policy for spirituality and overall the provision is good. It is enhanced through religious education and opportunities for singing and prayer in acts of worship. Whole school assemblies, attended by families, celebrate and value pupils' achievements in and out of school. Through the

curriculum, pupils are given opportunities to wonder about natural things and appreciate beauty around them.

26. The very good provision for moral development is founded on the high expectations that staff have for pupils' behaviour. Staff are good role models and are consistent in the way they show respect for both pupils and adults. They make pupils aware of what is acceptable and help them to develop an appropriate idea of what is right and wrong. Moral issues are taught well. Sporting activities provide opportunities for pupils to develop a healthy sense of competitiveness, an awareness of rules and pride in their team achievements. There are very good opportunities for pupils to discuss care of the environment and learn about citizenship.
27. The school makes very good provision for pupils' social development. It creates a strong sense of identity as a caring community in which everyone is supported. Responsibilities are given to pupils as monitors, and helpers. Older pupils look after younger ones and show obvious care. The pupils themselves suggested non-segregated playtimes to enable this. Pupils draw up classroom rules and the school council further assists the promotion of the skills of citizenship.
28. There is good provision for cultural development. Pupils are given opportunities to take part in performances both in school and as part of the local community. The school arranges visits from arts and drama groups, which extend pupils' experiences. There are opportunities through the curriculum to learn about the cultural and faith traditions of Britain's multicultural population. However, few opportunities are available for visits or visitors from faith communities because of the school's remoteness from areas where these are represented. This was also the finding of the previous inspection but the school tries hard through a range of initiatives such as the Cultural Diversity events at the Eden Project and celebration of festivals such as Chinese New Year. It extends opportunities through subjects like design and technology, where pupils follow a topic on Indian bread making. There are good opportunities to develop an awareness of local culture through music, art, literature and music and festivals of Cornish saints.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

29. The school has continued to care well for its pupils since the time of the last inspection, and gives them good support and guidance. The key to this is the small size of the school community where all pupils are known and valued as individuals by all of the staff. Consequently, pupils feel safe and confident and ready to care for and look out for one another.
30. Formal systems for care also work well. There are good arrangements for child protection and staff are well guided by the school policy and the staff handbook. Pupils are beginning to learn about keeping safe through their newly planned programme of PSHE. Staff keep a watchful eye on health and safety issues, particularly through the recent building works, and procedures for administering first aid are good. Daily routines are carefully planned to minimise the restrictions of the accommodation, for example at lunchtime, and these run smoothly. Staff and pupils are working together to redesign the playground so that there will be a wider range of activities on offer outside.
31. The school helps to maintain high levels of attendance by effective methods of monitoring and chasing up absence. Parents are expected to contact the school on

the first day and, if they do not, the school contacts them. This establishes attendance as a priority for pupils and parents.

32. Procedures for ensuring high standards of behaviour are very successful. Staff consistently treat pupils as sensible and responsible learners, and pupils are always aware of the high expectations of them. The reward system has a high profile and is applied fairly. Pupils enjoy being 'writer of the week' or 'person of the week' for their year group, for example, and are eager to earn points for their house. Sanctions are similarly firm but fair. Any instances of bullying are taken seriously and handled in accordance with the school's policy.
33. The school provides well for pupils who are known to need particular attention. Effective assessment procedures identify pupils with special educational needs at an early stage.
34. Assessment and recording systems are good and have improved significantly since the last inspection. Teachers keep day-to-day records and assess pupils' progress systematically at the end of each unit of work. Together with the results of standardized tests and informal assessments, these build up an easily accessible, cumulative record which is passed from teacher to teacher. The system is used effectively to track progress and spot gaps in pupils' learning.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

35. The headteacher and staff have worked hard to restore parents' faith in the school after a period of constant change and uncertainty, and they have been successful in this. Parents are now feeling positive about the school again and have confidence in the future, although some still feel aggrieved that their children have had a raw deal in the past. Parents are happy to come into school and play a part in its daily life, and they get on well with staff.
36. The school has developed good links with the parent community. It encourages parents to come to events such as celebration assemblies, curriculum meetings and the weekly 'Learning Together' sessions for the new intake. Information for parents is welcoming and plentiful. The prospectus, governors' annual report, regular newsletters and termly topic information all ensure that parents know what is going on and are able to support their children's work. Important policies, such as those for behaviour and for homework, are now also shared with parents.
37. Reports to parents on their children's progress are good overall. They have improved since the last inspection. Some reports are very good indeed, but this high standard is not found consistently in every class. The best reports give parents a very clear picture of how well their children are doing for their age and what they need to do to improve, so that parents have a good idea of the current situation and the way forward. Some reports, though, do not give this clear picture, but list what children can do and whether they have enjoyed doing it. There is also occasional use of jargon, such as 'CVC words' or 'small sided games', which is confusing for people outside the field of education.
38. Parents make a good contribution to the work of the school and to their children's learning. All attend parent-teacher consultation evenings, and most hear their children read regularly at home and ensure that homework is completed on time. Very few take their children out of school for holidays during term-time. Some parents are able

to give their time to the school as governors, members of the very active Parents, Teachers and Friends Association (PTFA) or as helpers in class or on visits.

HOW WELL IS THE SCHOOL LED AND MANAGED?

39. The headteacher provides the school with very good leadership and direction. In the relatively short time that she has been at the school, she has won the confidence of the whole school community. Since the last inspection, the school has had five different headteachers and consequently lacked continuity and stability in its work. The current headteacher has quickly made her mark on the school, establishing clear systems and policies and managing the school very effectively on a daily basis. For example, new procedures for tracking, analysing and reporting pupils' progress and the reflection of policies in everyday practice have shown everyone where the school is going and how it is going to get there. The head's determination has carried the staff with her and they are all working very well as a team to move the school forward. Their united efforts have already resulted in further improvements in attainment and pupils' personal development.
40. The governing body provides good support for the headteacher and staff. Governors are better informed about the school's performance and so more involved than they were at the time of the last inspection. They are aware of the school's strengths and weaknesses and welcome the strong and purposeful leadership of the headteacher. They have the confidence to question the information they are given and to hold the school to account. The governing body fulfils its statutory duties well.
41. Strategies for monitoring and evaluation are now good. The headteacher and staff have adopted a collective approach to subject management, which is more practically suited to the needs of the school. Although it is difficult for co-ordinators to have release time to monitor their subjects, the school has looked for different ways of tackling this issue. Teachers discuss the needs of the curriculum and their pupils regularly and extensively and use evaluation of data as part of their strategy for improvement. They analyse assessment information, for example, to find weaknesses in cohorts and in curriculum coverage. Formal and informal classroom observations also play their part, and evidence from these is used constructively. For example, a new strategy for higher attaining pupils has been devised as a result of this careful monitoring.
42. The school makes good use of its finances. The improvement action plan is now very well linked to the most pressing priorities and is closely costed. Additional funding from the local education authority (LEA) has been appropriately earmarked for the areas identified. The budget surplus this year has been caused by an unexpected further LEA grant. The use of this money has been planned over a two-year period. The headteacher and the administrative officer have worked very hard to set up proper financial management systems from scratch. The lack of organisation described in last year's audit has been put right. Finance and administration now operate smoothly, and this means that the headteacher and staff can focus on academic priorities. The school applies the principles of best value well. The statement of best value shows that consultation, competition, comparison and challenge are at the heart of the school's practice.
43. The level of staffing in the school is satisfactory. Teachers and support staff are talented and dedicated to their work, but limited funding means that the headteacher's teaching commitment is greater than it should be given her leadership and

management responsibilities. Although she has many ideas for further improvements, her teaching commitments may reduce the rate of development.

44. The accommodation is poor. The lack of corridors means that two of the three classrooms are used as thoroughfares, so that staff and pupils have to concentrate against a backdrop of frequent distractions and interruptions. The cramped conditions within each classroom mean that practical activities are carried out with difficulty. If pupils were not so well behaved, these circumstances would put a strain on relationships and order in the school. The lack of facilities limits the curriculum for PE throughout the school and outdoor activities for the Foundation Stage. The building enables disabled access but the small rooms restrict wheelchair access. Recent modifications have created a better entrance and staff facilities and plans are in hand to extend outdoor areas. However, staff and pupils are entitled to expect conditions more conducive to teaching and learning. Although there are some shortages for physical education, resources for learning are now satisfactory overall. The school has worked very hard over the last eighteen months to achieve this.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

45. The school should:

- (1) Improve the standards in ICT achieved by the end of Year 6 (paragraphs 79 - 83) by:
 - ensuring that all aspects of the subject are taught systematically through Year 3 to 6
 - extending the use of ICT in other subjects
 - tracking the progress of each year group to identify what pupils can and cannot do and to spot any gaps in their knowledge and understanding
- (2) Seek further ways of improving the accommodation. (paragraph 44)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	14

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	5	12	1	0	0	0
Percentage	10	25	60	5	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 5 percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	67
Number of full-time pupils known to be eligible for free school meals	7

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	2

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	5
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	3.5
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	3	12	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys*			
	Girls	11	10	11
	Total*			
Percentage of pupils at NC level 2 or above	School	87 (100)	80 (100)	93 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys*			
	Girls	11	10	10
	Total*			
Percentage of pupils at NC level 2 or above	School	87 (100)	87 (100)	80 (100)
	National	85 (85)	89 (89)	89 (89)

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

** These results are not published, as the total number of boys was less than 11.*

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

These results are not published, as the total number of pupils was less than 11.

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	58	0	0
White – Irish	0	0	0
White – any other White background	4	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	3	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)	3.4
Number of pupils per qualified teacher	20
Average class size	22

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	50

Financial information

Financial year	2002-3
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	£
Total income	220325
Total expenditure	212133
Expenditure per pupil	3030
Balance brought forward from previous year	30494
Balance carried forward to next year	38706

Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	2

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
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

Number of questionnaires sent out

78

Number of questionnaires returned

36

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	36	6	3	0
My child is making good progress in school.	56	31	14	0	0
Behaviour in the school is good.	53	33	8	3	3
My child gets the right amount of work to do at home.	39	50	6	3	3
The teaching is good.	69	19	11	0	0
I am kept well informed about how my child is getting on.	58	25	17	0	0
I would feel comfortable about approaching the school with questions or a problem.	78	11	11	0	0
The school expects my child to work hard and achieve his or her best.	72	19	0	3	6
The school works closely with parents.	53	33	8	6	0
The school is well led and managed.	56	22	11	6	6
The school is helping my child become mature and responsible.	50	33	6	3	8
The school provides an interesting range of activities outside lessons.	39	36	17	3	6

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE⁴

46. The eleven children of reception age are taught alongside pupils in Year 1 and Year 2. Two joined the school in April on a part-time basis. Having pupils in the three age groups in the same class has advantages and disadvantages, but overall the provision is good. Older pupils provide good role models, helping the younger children to settle in quickly to the routines and expectations of school life. During the summer term especially, when the number of pupils in the class is at its peak, staff have to work very hard to provide for the wide age range.
47. As they start school, most children's social, emotional and creative development is above that usually found at this age. Similarly, they have good language and mathematical skills. Children have a good knowledge and understanding of the world outside their immediate environment and their physical development is broadly average.
48. Children make good progress in most areas of learning because the teaching is good. Staff are careful to ensure that children follow a programme which includes all aspects of the Foundation Stage curriculum. This is sometimes achieved by including them in lessons with Year 1 and 2 pupils and at other times, reception children are taught separately by a teacher or the nursery nurse.
49. Staff know the children very well. Systematic and detailed assessment and record keeping, together with very good teamwork, mean that children's learning is well supported. Teachers, the nursery nurse and the teaching assistant work extremely closely together. All areas of learning are taught well. Staff have a very good understanding of how young children learn. They engage children in conversations as frequently as possible to encourage their language development and to find out their levels of knowledge and understanding. There is a good balance between adult led activities with specific outcomes in mind and those that children choose themselves. Planning centres around a specific theme which helps children make connections between different experiences. For example, the current theme of *the sea* includes: a 'beach shop' where children develop language skills through role play; a book corner with information books and stories such as *The Lighthouse Keeper's Lunch*; seascape pictures and a display of rock pool creatures.
50. Although staff are deployed as effectively as possible to give children special attention in small groups, the accommodation and facilities constrain aspects of their learning. During the summer term, the number of children in the class means that classroom is rather cramped. This restricts free movement around activities such as sand and water play. Reception children have access to wheeled toys in the playground three times a week and take part in PE lessons with the other pupils but they have no opportunities to use climbing equipment. A temporary building on the playground is used effectively for small group work but this is remote from the main classroom and involves teachers and children moving frequently across the playground.

⁴ The Foundation Stage is from the child's third birthday to the end of the reception year.

Personal, social and emotional development

51. The family atmosphere in the school makes a strong contribution to children's social development. Adults and pupils provide good role models. Sitting alongside older pupils during whole class discussions helps children to adapt to the conventions, taking turns to speak and listen to one another's contributions. Working in small groups with an adult, they develop concentration and positive attitudes to learning. This was evident as children listened to stories and joined in singing number rhymes. Their confidence in relating to adults was demonstrated throughout the week as they interacted with staff, parents and visitors. By the end of reception, most children have a good level of maturity, exceeding the expectations for these aspects of development.

Communication, language and literacy

52. As children are working, staff consistently engage them in conversation. The vocabulary children need to help them discuss their emerging knowledge and understanding is reinforced well. Adults use the correct grammar in their own speech and children use appropriate structures through constant reinforcement. Children's language skills are good by the end of reception.

53. Children learn that marks on paper can represent words. Adults make this clear as they read stories; children imitate their careful handling of books, learning how to turn pages and follow pictures stories in the right sequence. For example, during the reading session at the beginning of the day, a volunteer parent introduced the youngest children to their first book with words rather than just pictures. The five older children all read confidently from a book at the introductory level of the reading scheme. They had a very good understanding of the structure of the story, recognised rhyming words and predicted what would happen next. The sounds of the initial letters of words and simple vowel sounds are taught systematically. By the end of reception, most children can create their own words such as *jam*, *kip* and *pop* and recognise that some words they make up, like *wan* or *gan* are not 'real words'. They 'pretend write' using the paper, pencils and crayons that are set out for this purpose. By the end of reception, all children make a good attempt at writing.

Mathematical development

54. Children make good progress in this area of learning because the teaching is very effective. Through using building blocks and construction kits, playing with sand and water and sorting objects, children gain an understanding of shape. They learn to count, first by reciting numbers and then by matching numbers to sets of objects. Counting is reinforced throughout the day as teachers seek children's 'help' – for example, in counting how many are present. Children's knowledge is reinforced through singing number rhymes, for example 'Five rubber rings in the beach shop'. By the end of reception, children exceed the expectations for mathematical development. All count up to 10 and many extend this to 20 and 30. They are very secure about numbers that are '1 greater than' or '1 less than' numbers up to 10.

Knowledge and understanding of the world

55. Children are provided with a wealth of experiences, which successfully broadens their knowledge and understanding. They work alongside older pupils and gain a good understanding of early scientific, geographical and historical ideas. Recent activities have included planting seeds and closely observing the various stages of growth.

Children learn about places outside the local area – for example, they are gaining a good knowledge of the sea and the seaside during the current topic. Most children use the computer with reasonable confidence.

Physical development

56. Children make reasonable progress in this area. Regular PE lessons with the older children help to develop their sense of space. They balance, run and jump confidently and with an awareness of others around them. They ride and steer wheeled toy vehicles but their control lacks finesse. They have some regard for other children when playing, but they lack experience in steering through specific routes, following signs and ‘traffic signals’. They have no opportunities for seeing things from different perspectives, such as from the top of a climbing frame or a tunnel or to feel different sensations such as hanging upside down or turning over a bar. Activities such as drawing, cutting and sticking help to develop finer movements. Children have good control of pencils, brushes and scissors by the end of reception. Overall, their physical development is broadly average as they start Year 1.

Creative development

57. Children respond well to the many creative opportunities. By the end of reception, they use language imaginatively, explore colour and texture confidently and join enthusiastically in musical activities. Children play happily alongside each other in the role play area. For example, when playing in the beach shop one said, “Good morning. What would you like?” When painting, children mix colours in order to create a desired effect. For example, children worked carefully with wax crayons and paint to produce colourful sea pictures using ‘wax resist’ techniques. They successfully created model fish, carefully sticking shiny ‘fins’ into a clay base. Children are introduced to a computer painting program and use it with a good level of skill. They join in enthusiastically with action songs such as, *A Sailor went to Sea, Sea, Sea*. After making their own ‘shaker’ instruments, children took turns in conducting one another as they recorded rhythmic sequences onto cassette.

ENGLISH

58. Standards are very good. They are much higher than at the previous inspection when they were found to be average. This is the result of consistently high quality teaching and a concentration on writing across the school.

59. Pupils listen attentively to their teachers and to each other. They start the school with good standards of speaking, which are developed further as they go through the school. For example, in a lesson in Class 1, pupils explored events in *The Rainbow Fish* and developed appropriate language through role play. In all subjects, teachers give good opportunities for pupils to speak in pairs and groups, and encourage complex responses to questions. Pupils are developing subject specific vocabulary across the curriculum.

60. Standards in reading are high and teachers provide good opportunities for pupils to tackle challenging texts. By Year 2, most gain a good understanding of the use of letter sounds, which enables them to decipher new words. They talk about their favourite books and their favourite authors. Pupils build steadily on their reading as they continue through the school and by Year 6, they are mature in their choice of books. Pupils choose reading material from a good selection of available books and

they have good research skills. In an excellent lesson in the Year 5/6 class, the teacher skilfully extended pupils' understanding of the work of significant children's authors. At a mature level for their age, they described, compared and evaluated the styles of different authors using inference and references to texts to justify their opinions. The good support provided for pupils with special educational needs enables them to learn to use letter sounds, which increases their ability to read and to access other areas of the curriculum.

61. The school has placed great emphasis on teaching writing and there has been good improvement, resulting in above average standards at both Year 2 and Year 6. By Year 2, pupils' writing is clear and well formed, most pupils use capital letters and full stops; punctuation is developing well, and they use complex sentences. By Year 6, pupils write for a wide range of purposes, not only in English lessons but also in subjects such as geography, religious education and design and technology. They extend their use of descriptive writing as they set mood and tension:

*It was a warm summer evening and Lucy's mum was setting out a picnic along with old Jim; meanwhile Lucy was up in her room writing a ghost story. She was at the part where the children get killed by a giant worm and...
"Lucy. Teatime!"*

In a very good lesson in the Year 3/4 class, the teacher successfully motivated pupils to write humorous poetry in the style of *Through the Staffroom Door*. She read the poem with real enthusiasm, making learning fun.

62. The quality of teaching and learning is good in Years 1 and 2 and very good in Years 3 to 6. Lessons are well structured to teach pupils of differing ages and levels of attainment. Marking is good. It is evaluative and includes ways to improve. Teachers insist on neat and careful presentation. Book resources are good, and the library is appropriately used to find non-fiction books and research for topics. Information and communication technology is increasingly used to support the teaching and learning of English across the school. Pupils use a range of word processing tools to enhance their written work, including multimedia presentations. In Year 3/4, pupils prepared to enter the Young Writers Competition on a website. They used a Dictaphone to record tongue twisters. There are good opportunities for discussions and for reading and writing across the curriculum.

MATHEMATICS

63. Pupils make good progress through the school, achieving above average standards by Year 2 and well above average standards by Year 6. This is because of the very good teaching and pupils' positive attitudes. Standards have improved significantly since the last inspection.
64. Year 2 pupils have good skills in a range of areas. Their very good grasp of place value means they can calculate using large numbers. For example, pupils break down 7643 and 656 into their constituent thousands, hundred, tens and units in order to add them together. Pupils develop good strategies for tackling problems mentally, for example, using 'near doubles' to add 16 and 17. They enjoy exploring patterns in number and have a good knowledge of shape. Teachers emphasise the appropriate mathematical terminology so pupils naturally talk about 'edges' and 'vertices' rather than sides and corners when describing shapes.

65. Teachers in the Year 3 to 6 classes build very well on pupils' existing skills. They ensure that new work is challenging and this stimulates pupils' interest in the subject. Teachers cope well with the wide age range and the different levels of prior attainment in the two junior classes. For example, when the Year 3/4 teacher checked pupils' ability to write down numbers correctly, she used numbers ranging from 49 for the less confident group to 125,502,004 for the higher attaining pupils. Subsequent activities were also carefully designed to challenge each group. While some pupils consolidated their understanding of symmetry by using mirrors and folding paper, others were set the task of finding the relationship between the number of sides of regular polygons and their lines of symmetry. The teacher's skill in extending pupils' thinking was evident during the summary session when one pupil suggested that a circle had 'an infinity' of lines of symmetry. Work in pupils' books is wide ranging and of a very good standard, including work on fractions, negative numbers and factors.
66. Pupils in the Year 5/6 class also benefit from highly effective teaching. They develop a very good level of numeracy, working accurately with very large numbers. Pupils know a good range of methods for multiplication and division, often working to two decimal places. Their knowledge of shape is very good. During a highly effective lesson, Year 6 pupils confidently worked in the four quadrants defined by horizontal (x) and vertical (y) axes, using co-ordinates such as (-2, -5) to define specific points. Several pupils tackle work more usually covered in Years 7 and 8, indicating the high standards achieved by Year 6.
67. The school is aware that pupils have had too few opportunities to use ICT to develop their understanding of databases. This is improving as teachers develop their expertise in using the computer projector to demonstrate, for example, how spreadsheets can be used to generate graphs.

SCIENCE

68. As a result of very good teaching, pupils enjoy science and make good progress through the school. They achieve above average standards by Year 2 and well above average standards by Year 6. Standards have improved significantly since the last inspection.
69. Pupils have good investigative skills because much of the work is practical. Teachers successfully encourage pupils to observe closely and record what they see, for example when finding out about woodland creatures. Pupils use tables and diagrams well to organise and present their findings systematically. Early ideas about circuits are established successfully through simple experiments – such as investigating how a battery can light up a lamp. Year 2 pupils demonstrated a very good understanding when they constructed a 'robot', complete with eyes that lit up. Early work in Year 1, when pupils sort materials using simple criteria, is extended in Year 2 when they look closely at how some materials, such as ice, can take on different forms. Practical work with rubber bands and recording wind speed extends pupils understanding of forces. Pupils are developing a good understanding of the notion of a fair test.
70. The emphasis on practical work in Years 3 to 6 also pays dividends. During an excellent lesson in Year 3/4, all pupils showed rapt attention because of the teacher's skill in explaining things and sustaining their interest. Pupils sorted leaves according to their characteristics and constructed their own 'keys' with a series of *yes/no* questions, such as 'Does it have jagged edges?' and 'Are the leaves in pairs?' They

responded extremely well to the high level of challenge. Pupils' level of understanding was clear during the summary session as they offered suggestions about why leaves had certain shapes. For example, 'It's got wavy edges so more light can get through to the leaves underneath'. Good links were made to ICT. Pupils devised questions to add to a 'branching database' on the computer and searched the Internet for information. The teacher's very good background knowledge, combined with the children's excellent independent research skills, enabled pupils to learn at a very quick rate.

71. Pupils' books in Year 5/6 illustrate the wide variety of topics covered. They explore scientific ideas to some depth. For example, one wrote that the molecules in liquids were 'not so tightly packed'. Standards of presentation are high. Reports include tables, diagrams and text which clearly record pupils' investigations and conclusions. For example, an investigation into the insulation properties of materials included a line graph showing changes in temperature over a 24-minute period. Work on 'The Earth and Beyond' had captured pupils' imagination and their books indicate a very good understanding of space. They had created a 'Planet Data File' containing measurements, key facts and information about the movement of the earth and the resulting seasons. Work on forces was of a similarly high standard, with some very informed explanations about streamlining, resistance, magnets and gravity. Detailed diagrams of the human body, tables of pulse rates, charts of food groups, lists of 'good' and 'bad' micro-organisms show a very good grasp of human biology.

ART AND DESIGN and DESIGN AND TECHNOLOGY

72. Although standards are lower than those found at the previous inspection they are in line with expectations by Year 2 and Year 6. Progress has improved recently. This results from new guidelines, which ensure full coverage and systematic development of skills, and from much improved resources.
73. In design and technology, by the end of Year 2, pupils understand that the making process begins with a plan. They use pictures to develop and communicate their designs. Work is linked well to science as seen in the making of windmills and a wind measure. By Year 6, pupils have a sound understanding of the design and make process. When they made Indian bread, pupils evaluated their work and drew 'nets' as plans for packaging. In a lesson in the Year 3/4 class, the teaching and learning were good. The teacher had planned an interesting series of lessons on designing and making 'Yummy Yoghurt'. She provided a good range of commercial packaging and pupils created a design specification for their pot based on these observations. There were good links with mathematics as pupils measured, sorted data and worked out costs.
74. Teaching and learning are also good in art and design. Previous work in Years 1 and 2 shows pupils have been taught to look carefully at the work of Van Gogh and have painted some quality sunflowers. In the one lesson observed, the teacher gave good guidance and good opportunities to experiment with pointillism after looking at the work of Andre Derain. In a successful lesson in Year 6, the teacher skilfully introduced pupils to landscape painting. Pupils had previously used a viewfinder and made detailed sketches of the view of the Three Tors. This topic links well with the study of mountains in geography.
75. The school has introduced new guidelines to help ensure that skills are systematically built on. Pupils' skills are now recorded at the end of each unit. In both subjects,

pupils' literacy skills are extended as they learn the appropriate technical vocabulary and write descriptions and instructions.

GEOGRAPHY and HISTORY

76. During the inspection, only two geography lessons were seen and there was no opportunity to observe history. Pupils' books and teachers' plans and records show that standards in both subjects are in line with expectations by the end of Year 2 and Year 6.
77. In history in Years 1/2, pupils are encouraged to think why people in the past acted as they did and to use information sources to answer questions about the past. This is evident in their work on The Great Fire of London and famous people such as Leonardo da Vinci and Brunel. In geography, previous work shows pupils have been taught appropriate early map skills. Year 2 pupils have good general knowledge and understanding. They describe the differences between Coads Green and Launceston. In the lesson observed a parent talked about a recent visit to Zimbabwe by 'Barnaby Bear'. She showed a range of artefacts and pupils were keen to learn about the Victoria Falls and were very interested in the wild animals.
78. In Year 6, pupils demonstrate factual knowledge and understanding of topics covered. They draw on a variety of sources to learn about everyday life in Ancient Greece. In geography, pupils have used a range of maps and atlases at an appropriate level. They recognise and describe physical features, as seen in their work on mountains. In the lesson observed in the Year 5/6 class, teaching and learning were good. In this lesson, pupils showed good research skills and took a pride in their work. They worked well co-operatively to prepare a multimedia presentation on their study of mountains

INFORMATION AND COMMUNICATION TECHNOLOGY

79. Pupils progress well during Years 1 and 2 and by the age of seven achieve the standards expected. Although pupils are making good progress in the Year 3/4 and Year 5/6 classes, pupils in Year 6 have not covered all aspects of the subject so their attainment is not meeting the expected levels. The school has only recently acquired enough computers to ensure a reasonable level of hands-on experience. There is now an appropriate range of software but there has not been enough time for pupils to catch up with what they have missed in important areas.
80. Pupils are developing good general computing skills. In all year groups, they locate and open programs. Pupils from Year 2 onwards save and retrieve files. This familiarity with computer technology means that pupils soon absorb new knowledge and pick up ideas. Year 2 pupils learn to use ICT for a range of purposes. They develop good skills in using graphics programs – using the *draw*, *fill*, *erase*, *spray* and *undo* tools – when making greeting cards and designing their 'ideal school field'. They have a good idea of how computers can be used to find information and how traditional methods of doing this compare with ICT.
81. Pupils' enthusiasm and their capacity to pick things up quickly were demonstrated during a Year 3/4 lesson. They built on their earlier work with a floor robot to create sequences of commands to move a pointer around the screen. They soon learned how to reduce the number of commands, for example, by repeating *FORWARD 100*

RIGHT 90° four times to produce a square. Drawing on their mathematical knowledge, several pupils created sequences of commands to produce regular hexagons and octagons. There were shrieks of delight when – with the minimum of prompting – they used *REPEAT 360* to produce a circle on the screen. This level of understanding is well above that generally expected in Year3/4.

82. Pupils' knowledge of word processing, gained in Years 1 and 2, is extended well in subsequent years. For example, Year 6 pupils are learning to create multimedia presentations about their work in geography, mixing text, pictures and sound. They lack skills in creating a database, however, and have a limited knowledge of how one might be structured. Their knowledge of control technology is hazy, as this has not been taught systematically through the school. Work planned for later in the term is designed to fill some of these gaps and extend pupils' skills while using sound and light sensors to monitor and log changes in the environment. However, pupils are unlikely to achieve satisfactory standards in all aspects of the subject.
83. Much has been achieved since the last inspection. All teachers have had further training so the quality of teaching is now generally good. The curriculum has been reviewed to include all aspects of ICT but gaps in pupils' knowledge indicate that teachers need further support in ensuring that skills are developed systematically through the school. Computers are used occasionally in other subjects, such as mathematics and science, but this could be extended further across the curriculum.

MUSIC

84. It is not possible to make a judgement about standards. There were no opportunities to observe music lessons. However, appropriate and interesting work is planned on listening to and appraising music and pupils show appropriate knowledge and understanding of the elements of music and notation. Observation in assemblies, together with video recordings of recent productions, indicates that pupils' singing skills are at least satisfactory. Curriculum plans show that all aspects of the curriculum are taught.
85. Music notebooks in the Years 5/6 class show that pupils listen to a range of music and comment on it. For example, they had noted the structure of *The Planet Suite* by Holst and had identified the dynamics and instrumentation of the different sections. Following this, pupils had composed their own 'stormy and wild' music using percussion instruments and making good attempts to write a 'score' using graphic notation (illustrations and squiggles).
86. The subject makes a good contribution to pupils' personal development. In addition to studying a range of classical and traditional music, they learn about music from different cultures. For example, during their study of India, pupils learned about Asian rhythmic patterns, including the 6 beat *dadra* and 16 beat *tintal*.

PHYSICAL EDUCATION (PE)

87. It is not possible to make a judgement on standards as only one lesson was observed. Pupils in the combined Reception, Year 1 and 2 class were practising moving on different levels. In connection with the current topic on the sea, they made good attempts to move like creatures on the sea bed, in the depths and on the surface. Pupils, particularly those in Year 2, worked well with a reasonable degree of

control and improved their movements as the lesson progressed. They linked movements together in a sequence. Later, they demonstrated good balancing skills as they experimented with balancing on various parts of the body.

88. During the inspection period, all pupils in Years 3 to 6 were having swimming lessons and it was not possible to observe any other PE activities. The good levels of attendance at sport clubs and the school's success in local leagues, indicates that most pupils are keen to participate. They talked enthusiastically about activities such as cross country running, netball and football. Standards in swimming are good with almost all pupils swimming 25 metres by Year 6 and many going on to achieve higher levels.
89. Facilities for athletics, games and dance are adequate, as the school has the use of a field and the village social club hall. However, pupils have to cross a busy road and, although staff are extremely careful to ensure their safety, there is an element of risk to each lesson. Apart from a few rubber mats, there is no equipment for gymnastics. This means that pupils have insufficient opportunities to develop gymnastic skills.

RELIGIOUS EDUCATION

90. There was little opportunity to observe lessons during the inspection. Previous work indicates that standards by Year 2 and Year 6 are in line with the requirements of the locally agreed syllabus.
91. The range of work covered indicates that teaching and learning are at least sound. By Year 2, pupils identify some special times of celebration such as Christmas and Easter. They know of special people in Christianity and the Hindu religion and of special objects and places. In a Year 3/4 lesson, pupils showed they knew that stories from religions teach us how to live our lives. They were able to understand the Sikh story of *The Merchant and the Five Hundred Coins* and learn from it. By Year 6, pupils have extended their knowledge and understanding of Christianity, Hinduism and Judaism. They know key figures, places and beliefs of these religions.
92. The subject supports literacy well. There are good opportunities for speaking and listening and Year 5 and 6 pupils write at length. Work is well presented and well marked.