

INSPECTION REPORT

Antony CE VA Primary School

Antony, Torpoint

LEA area: Cornwall

Unique reference number: 112022

Headteacher: Mrs J S Cooke

Reporting inspector: Mr J Palk
23630

Dates of inspection: 7th – 9th October 2002

Inspection number: 247176

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary school
School category:	Voluntary Aided
Age range of pupils:	4 to 11
Gender of pupils:	mixed
School address:	Antony Torpoint Cornwall
Postcode:	PL11 3AD
Telephone and fax number:	01752 812555
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Shona Wiseman
Date of previous inspection:	24/11/1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23630	Mr J Palk	Registered inspector	Foundation stage, science, information and communication technology and music. Equal opportunities.	The schools results and pupils' achievements. How well pupils are taught? How well the school is led and managed? What should the school do to improve?
9644	Mr M Whitaker	Lay inspector		Pupils' attitudes values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
32206	Ms K Case	Team inspector	English, geography and history.	How good are curriculum and other opportunities offered to pupils?
12116	Ms C Morgan	Team inspector	Special educational needs, mathematics, art, design and technology and physical education.	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Antony Church of England School is a small village primary with 104 pupils on roll. There are more boys than girls. Pupils in the main come from more favourable social and economic backgrounds. Nearly half the pupils come from outside the immediate area and the movements of pupils in and out of the school is high in some years.

All the pupils are of white UK heritage. About eight per cent of pupils receive free school meals, which is broadly average. Sixteen per cent of pupils are on the register of special educational needs, which is below average. The main needs are speech and language and moderate learning difficulties. No pupils have statements for special educational needs. Pupils are taught in four classes; reception and Year 1, Year 1 and 2, Year 3 and 4 and Year 5 and 6. The number of pupils to teachers is typical of most schools.

There are currently 16 children of reception age; 13 of them come to school for half a day. The attainment on entry is broadly average.

HOW GOOD THE SCHOOL IS

This is a good school that provides a well-rounded education for all its pupils. Standards are meeting expectations with some that are above average. However there are some pupils who could do even better in mathematics and science. Overall the teaching is good with some that is very good. Pupils behave and work very well together. The headteacher, teachers and governors form a strong team and manage the improvements quickly and very effectively. The school provides good value for money.

What the school does well

- Pupils achieve well in reading, writing, information and communication technology (ICT), history and art.
- There is a strong harmonious climate that reflects a commitment to education in its broadest sense.
- Pupils are well looked after and have very good attitudes to their work.
- The school makes good provision for pupils' personal development and behaviour is very good.
- The teaching is good throughout the school.
- There is a very good partnership with parents.
- The school is very well led and managed by the headteacher and the governing body.

What could be improved

- The standards achieved in mathematics are not high enough.
- The use of assessment information to group pupils in lessons.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was last inspected in November 1997 there has been good improvement. Overall standards have improved, in particular in those subjects, which were falling behind expectations at the last inspection. However in mathematics the trend of improvement in attainment has been below the national trend. The overall quality of teaching has improved and is more consistent throughout the school. There is now no unsatisfactory teaching.

Improvement in the issues identified in the last inspection has been good. The resources and guidelines to effectively teach ICT, physical education (PE), art and design and design and technology (DT) have been established. The quality of teaching and learning is regularly checked upon and the staff and

governors are much better at planning how the school is to continue to give the very best education for its pupils. Systems that allow the school to assess how well pupils are learning as they move from year to year are in place; however they are not being used to full effect when lessons are planned.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	B	A	A	C
mathematics	C	A	C	E
science	C	C	A	B

Key

well above average A

above average B

average C

below average D

well below average E

Standards attained by seven year olds in the 2001 tests¹ are above average in reading, well above in writing and average in mathematics. Reading results are in line with schools of a similar intake. Whilst writing results are well above those of similar schools, they are below in mathematics. In the last three years results have been erratic with downward trend in mathematics. Results for eleven year olds have shown consistent improvement in English and science and over the last three years performance is at or above average with those of similar schools. There has been a more erratic trend in mathematics, with performance at or well below the average of similar schools.

The school's data on pupils' test performance in 2002 shows that they make good progress in reading, writing and science and satisfactory progress in mathematics. There are no significant variations in the performances of girls and boys.

The standards seen during the inspection in English are above average for seven and eleven year olds. Standards attained in mathematics and science are average for both seven and eleven year olds. Overall the majority of pupils make good progress in reading and writing. All pupils make satisfactory progress in science and achieve appropriate standards. Whilst the majority of pupils achieve appropriate standards in basic number skills there are many pupils who do not achieve as much as they should in other aspects of mathematics. This group is often representative of average and higher attaining pupils.

When they are ready to begin Year 1 the majority of the children in reception attain standards expected² and a significant proportion exceed these.

In ICT eleven year olds exceed the expected standards. The standards attained in art, music and history are above those usually attained by seven and eleven year olds.

The school has set challenging targets for attainment in English and mathematics.

¹ Care should be taken when considering the results of small year groups and small schools. The effect of one additional pupil on, for example, a school percentage measure can be considerable.

² These refer to the achievements made in connection with the six areas of learning: communication, language and literacy; mathematical development; personal and social; knowledge and understanding of the world; physical and creative development.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	A very strong aspect of the school. Pupils are keen and maintain very good levels of concentration.
Behaviour, in and out of classrooms	Very good. The school is purposeful and pupils play and work very well together.
Personal development and relationships	Relationships are extremely positive. Pupils work constructively in groups and pairs, they support each other and show great respect and maturity.
Attendance	Above average. Unauthorised absence is average.

This aspect is a strong feature of the school. Pupils present their work well and value each other's contributions. Throughout the school pupils respond very well to the opportunities to take responsibility. They show a great deal of kindness and compassion to each other.

TEACHING AND LEARNING

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

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

The overall quality of teaching is good; with 24 out of the 34 lessons seen good or very good. There is no unsatisfactory teaching and teaching is consistent through the school. The overall quality of English teaching is good: mathematics teaching is satisfactory.

The teaching of the youngest children is consistently good and enables them to get off to a confident start in all areas of learning. The support offered by other adults in this part of the school is impressive. Overall the support those with special educational needs receive is effective, particularly in helping them to improve their reading and writing. Teachers' good subject knowledge makes a very positive contribution to lessons and this is particularly evident in art, history, ICT, music and physical education. Teachers are particularly good at developing pupils' English skills in all lessons. However subject knowledge is weaker in mathematics and hinders the level of achievement for some pupils.

The very best teaching inspires pupils with confidence to share their thinking and this makes a powerful contribution to their learning. The smooth organisation and very good management of lessons ensure there is very little time wasted. Teachers have very good quality relationships with their pupils and their strong commitment to treating each one individually leads to some very effective learning.

Resources are used well and classroom support assistants make a positive contribution to the success of many lessons. Teachers make good use of homework to supplement work in lessons. Marking is not as helpful to pupils as it could be.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Emphasises the arts as well as the basic skills in reading, writing and number. Well-planned provision for the Foundation Stage ³ .
Provision for pupils with special educational needs	Satisfactory. The pupils with special educational need benefit from the support they receive particularly in reading and writing.
Provision for pupils' personal, including spiritual, moral, social and cultural development	A strong feature of the school. Very good provision for moral and social development and good provision for spiritual and cultural development. Good provision for pupils to use their initiative and independence. Multi-cultural education is well represented in the curriculum.
How well the school cares for its pupils	This is a good feature of the school. There is very good pastoral support for pupils and teachers know them well. There are sound assessment procedures but the information gained is not always used in the most effective manner.

The curriculum is good at extending pupils' experiences and developing their skills through stimulating activities. Good opportunities are planned for pupils to develop their English skills alongside other subjects. There is good provision for extra-curricular activities. Child protection is very good and there is a very strong and constructive partnership with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is very well led and managed. The headteacher is good at sharing responsibilities so that all staff are helping to improve children's education.
How well the governors fulfil their responsibilities	The governors are very well organised and fully involved. They make a very good contribution to the strong partnership between school and community.
The school's evaluation of its performance	There are good systems in place for checking on the effectiveness of teaching and learning and raising standards.
The strategic use of resources	The school makes good use of the resources it has available.

The staff and other adults work very well as a team. The governing body work in a very professional manner, use their funds wisely and seek to give best value. There are sufficient and suitably qualified teachers, enhanced by some specialist teaching in DT and music. The school is well resourced and the recent good quality improvements to the accommodation have helped raise standards.

³ This is the first of the three stages identified in the primary phase of education. The Foundation Stage begins when children reach the age of three and finishes at the end of the reception year, typically before the child's sixth birthday.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The breadth of the curriculum.• The quality of teaching and the positive attitudes to learning.• The caring atmosphere.• The links between home, school and the community.	There were no significant concerns raised.

The views are based on those expressed at the parents meeting together with questionnaires sent to all parents. More than half the parents returned completed questionnaires. Parents are fully justified in the confidence they have in the school. Children are well motivated to learn. A broad curriculum is taught well and the partnership with the parents and the community benefits pupils' learning.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Overall standards have improved since the last inspection. Seven year olds' performances in the last three years have been erratic, due to the nature of small cohorts, but results have generally been above or well above the national average. In the most recent test in 2002, results in reading and writing were well above the national average and in mathematics above average. The teacher assessments of science were above average. Results were in line with those of schools with a similar intake.
2. Results for eleven year olds are also erratic, particularly in mathematics and science. Performances are usually above the national average in English and average in mathematics and science. In the most recent tests in 2002, results in English and science were similar to the national average and below those for similar schools. This represents good progress for the small cohort who had been with the school since Year 3 and those who joined towards the end of their primary schooling. Results in mathematics were below the national average and well below those of similar schools. Whilst pupils made satisfactory progress over time, higher attaining pupils only reached average standards.
3. There is little variation in the performance of boys and girls. Boys' attainment in reading and writing has improved as a result of the emphasis placed on developing questioning skills and writing that communicates ideas. Pupils with special educational needs achieve well in reading and writing. The higher attainers achieve well and reach the standards they should in English. Nearly all pupils reach average standards in science tests. However in mathematics the teaching is not as effective as it could be and average and higher attaining pupil could achieve more. The school met its targets in English but not in mathematics. The targets set for this year's National Curriculum tests are suitably challenging.
4. The standards seen during inspection largely reflect the pattern of test results. Standards in English are above those expected for seven and eleven year olds. The improvements in teaching reading and writing are reflected in the current performance of the eleven year olds; lower attaining pupils' reading and writing is average. Standards in mathematics are broadly in line with those expected of seven and eleven year olds. Overall the majority of pupils achieve appropriate standards in mathematics but there are reasonable numbers who do not achieve as much as they should because the progress they make in some aspects of mathematics is too slow. This is mainly in the area of using and applying mathematics. The standards attained in science are better than national expectations for seven year olds and average for eleven year olds. The improvements being implemented are having an impact on the achievements of higher attaining pupils in science and progress is satisfactory overall.
5. The youngest children get off to a good start and the great majority of them are well on target to achieve or surpass the expected standards by the time they begin Year 1. They make a good start in acquiring early skills in reading, writing and mathematics. Their personal and social skills develop rapidly. Seven year olds continue to build well on this early start and develop good basic skills. They read simple books and learn to tackle new words through using sounds and other clues within the texts. Skills in writing improve as expected and most pupils write using basic grammar and are well on in the early phases of writing stories and accounts. Handwriting is clear and neat but no pupils

have started writing with joined up script by the age of seven. Most pupils know how numbers work, they count confidently, are beginning to calculate successfully and are starting to get to grips with place value.

6. By the time pupils leave school they have a good level of basic skills. They read fluently and have a good sense of expression. The majority speaks confidently, for instance in discussing the range of books they enjoy. All pupils present their work clearly and most use a joined script comfortably. The majority has a sound base in mathematics. They recall their tables, use high numbers confidently and have a range of strategies for calculating. They are less confident about applying their skills to solving problems and explaining their mathematics. Very few pupils reach higher levels due to limitations in the teaching. In science pupils are knowledgeable about those aspects they have studied and are secure in carrying out investigations.
7. The school has successfully updated the ICT provision and this is well used across the subjects. Eleven year olds exceed the expected standards and are well prepared for the next stage of education in this key learning skill. The school has also improved provision for music and eleven year olds exceed the expected standards. Throughout the school standards in art and design and gymnastics are also above those normally achieved by pupils of this age. This is a significant improvement since the last inspection and reflects the efforts the school has made to improve the quality of teaching and learning in these subjects. The pupils have good research skills and this is evident in the good standards achieved in history. The standards attained in geography and design and technology are in line with expectations.

Pupils' attitudes, values and personal development

8. Pupils' attitude and values and personal development have improved since the last inspection. The pupils have very good attitudes to school. The youngest children in the reception class are confident about leaving parents and respond well to the security and routine in their class. Pupils are enthusiastic about lessons; a group of pupils, of all ages, described school as 'fun'. They enjoyed their lessons and took advantage of opportunities offered such as football, athletics and chess clubs and performance in the Christmas drama production.
9. Behaviour is very good. Pupils respond well to teachers' high expectations and the positive ethos that permeates the school. Pupils are open and friendly with visitors and respectful with their teachers. Play is lively but not threatening; nothing challenging or aggressive was seen. There is no sign of harassment towards any group of pupils and all are fully involved in all activities – the school is an inclusive community. Pupils make good use of the adventure play equipment and the boxes of toys and games provided. All pupils comply readily with school routines, such as lining up to come in from play. They behave well whilst waiting to be collected by parents - a potentially hazardous (though well-managed) procedure. School premises and property are handled with care. There have been no exclusions over the past twelve months.
10. Personal development is very good. Pupils are sensible and mature. They will seek to resolve problems between themselves before involving an adult and they will try to referee disputes between younger children. All pupils have classroom duties and pupils in Years 5 and 6 act as librarians and serve as a playground 'buddy' for children with no-one to play with. The school's house and team points system encourages them to think of the group rather than the individual. Pupils of all ages work well together in groups and pairs. When asked to do so, they evaluate each other's work fairly and readily applaud others' good efforts. Relationships are very good and a strength of the school.

Parents have commented favourably upon the supportive relationships between older and younger children.

11. Attendance is good. At 95.3 percent, it is well above the average for primary schools. Unauthorised absence for the last academic year was, at 0.5 percent, average.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

12. Overall the quality of teaching is good. During the inspection seventy per cent of lessons were good or very good. The teaching in the Foundation Stage is consistently good. There is some variation in the teaching of different subjects. The teaching of music by a part time teacher is outstanding, whilst English teaching is good overall with many opportunities planned for pupils to develop their skills in lessons. The teaching of mathematics and science is satisfactory. The teaching of those subjects that were unsatisfactory at the last inspection, including ICT, is better and there is now no unsatisfactory teaching.
13. The teaching of children in the Foundation Stage is good overall. The adults manage the time very well, providing a good balance of direct teaching, small group work and the chance for children to work independently. Routines are very well established and expectations of what the children are to achieve are high. There is regular checking on the progress the children are making and the teaching assistant is clear about what the children are to achieve. Reading, writing and number are taught well. There is good attention given to teaching through children's experiences that enriches their knowledge and understanding. Planning for creative development is too broad and doesn't identify specific details of how this area of learning is to be developed.
14. All teachers work very hard and are keen to see their pupils do well. Teachers and pupils get on very well together and all lessons are characterised by harmonious relationships that contribute to good learning. Consequently pupils work well on their own and get the most out of sharing their learning with others. The presentation given by two Year 6 pupils of some detailed work about bicycles, typified their eagerness to co-operate and set high personal expectations. The attentiveness shown by the class enabled everyone to learn during the well-organised question session following their talk. Teachers manage the lessons very well and there is little need to spend time on addressing pupils' behaviour. Hence the rate of learning is generally lively and the topics can be studied in some depth.
15. Most lessons are carefully planned and generally take account of the range of pupils' needs. Many lessons are particularly successful because the teachers' good subject knowledge enables them to teach confidently and move learning along at a good pace. This good subject knowledge combined with a real enthusiasm, results in some very good teaching. For instance in English lessons there is an air of real purpose and expectations are high. Pupils respond well, they listen intently and work accurately. This combination was evident in an English lesson with Years 5 and 6. Following an absorbing reading of the Silver Sword the teacher's penetrating questions helped the pupils explore how the author's use of vocabulary illustrated the passage of time. The teacher demonstrated how to use short sentences to capture the essence of the paragraph as she supported groups of pupils in their speedy evaluation of the text. The good subject knowledge also ensures that questions teachers ask are sharp and challenging. During a Year 2 English lesson, focusing on giving instructions, the questions the teacher asked were open and encouraged pupils to provide better verbs to start each line. Mindful of the different attainments in the class the teacher used a well-organised set of strategies that ensured the lesson was successful for all.

16. A similar combination was evident in a Year 3 and 4 mathematics lesson. After some quick questioning to establish that all pupils could use a strategy for finding change by counting on, higher and average attainers were challenged to apply this to larger amounts. Perceptive of the need to extend their thinking a challenging set of problems involving two steps had been prepared and provided an appropriate set of challenges for the different attainments in the class. However in some lessons, particularly in mathematics, the work given to pupils is not sufficiently matched to pupils' learning needs. In particular the individual work set pupils often repeats what has already been learnt and the pupils are not being stretched to apply their knowledge. There are few occasions when teachers plan for pupils to develop their numeracy skills alongside other subjects, such as science and geography and this further limits their experience of using and applying mathematics. The school is aware of the need to improve teachers' own subject knowledge in aspects of mathematics to ensure that average and higher attaining pupils are taught how to apply their skills.
17. Resources are well used. For instance the use of ICT enables older pupils to present information in a range of interesting formats. The use of the computer suite and the library by pupils for research and to extend reading and writing skills are regularly incorporated into lessons. Teaching assistants are generally used well. They often work with groups of pupils and in the more successful lessons they enhance the quality of teaching. This was evident in a Year 3 and 4 English lesson when the teaching assistant worked with a group of lower attaining pupils. She encouraged them to suggest alternate verbs and then, using the whiteboard to sound out the spelling, helped them consolidate their spelling strategies and ensured they kept pace with the rest of the class. Sometimes there is not enough guidance given to the learning support assistants about the specific support they could provide individuals during the lessons and this reduces the impact of what they do.
18. On the whole teachers make effective use of on-going assessments. Lessons often begin with a useful question and answer session that recaps what pupils have already learnt. In one good example in a gymnastics lesson with Year 3 and 4, the teacher revisited some aspects of performance, as she was aware that some pupils were not landing with sufficient control. This allowed her through demonstration to encourage the lower attaining pupils to make more use of the power from their arms and land safely. The marking of pupils' work is usually positive but very seldom refers to the pupils' individual targets or gives them a clear indication of what they need to do to improve.
19. Teachers make good use of homework to support work in the classroom, particularly extending pupils' factual knowledge during topic work.

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

20. The quality of curriculum provision has improved considerably since the last inspection. The school now provides a broad and balanced curriculum with a strong emphasis on history, geography, art, design and physical education. For children under five it is well planned and meets their needs. Different aspects of the curriculum are effectively integrated and there is particularly good use of literary and communication skills across the whole range of subjects, throughout the school.
21. All pupils are given equal access to all aspects of the curriculum. Pupils with special educational needs are given full access to the curriculum and their success in creative

subjects and sport is celebrated. Parents are kept well informed of their children's progress and are involved in termly reviews of their individual education plans.

22. The school has policies and schemes of work in place for all subjects. A two-year rolling programme in the foundation subjects ensures that work is not repeated in subsequent years. ICT is used well to support learning across the curriculum. Effective and consistent strategies for the teaching of literacy are in place. These are supported by a wide range of additional activities, such as theatre visits and talks by visiting authors such as Michael Morpurgo. Strategies for the teaching of numeracy across the curriculum are less consistent and as a result less effective in raising standards.
23. The school's provision for personal, social and health education is good. There is regular circle time, which is much valued by pupils and sex and drugs education is covered in these sessions or within other curriculum areas as appropriate. There are plans for the school to develop a programme for citizenship.
24. The school makes good provision for pupils' spiritual development and is successful in maintaining a climate within which all pupils can grow and flourish. Pupils are respected and quickly learn respect for others. Pupils commented that 'everyone in the school is kind and friendly and would never laugh at you but would encourage you to have another go.' Acts of kindness are praised as when a pupil was thanked in assembly for writing a letter recognising that his teacher had rather a lot to do and asking her for a job to do to help her.
25. Teachers value pupils' opinions and encourage independent thought and expressions. A challenging discussion about disability with pupils in Year 3 and 4 was impressive for the honesty and thoughtfulness shown by the pupils. Good opportunities are given for pupils to explore their own religious beliefs and those of others during assemblies as well as in classrooms. The recent 'Hindu Wedding' encouraged pupils to reflect on the similarities and differences evident from a Christian occasion whilst the christening of the dolls in the younger class encouraged greater understanding of the Christian ceremony. Pupils see assembly as a time given to thinking about God and life.
26. The school's provision for pupils' moral development is very good. Pupils distinguish right from wrong and show the confidence to act within their own principles right through the school. If sanctions are needed these involve a period of quiet reflection when pupils consider the impact of their behaviour on the school community. Golden rules are displayed in each classroom and pupils accept these as a moral code for behaviour in every day life, both in the playground and the classroom. Year 6 pupils confirm the inspection findings that there is very little poor behaviour anywhere in the school.
27. Provision for pupils' social development is also very good. Throughout the school pupils are seen working together in pairs or small and large groups where they share materials or discuss views without conflict. Pupils are given and accept responsibility as seen in the 'buddy' system where a different child each day sees it as their role to look after anyone who might be feeling unhappy. Older pupils take responsibility as bus monitors to ensure the safety of younger pupils, in addition to many other duties that give them an insight into citizenship.
28. Cultural awareness amongst pupils is good. The school provides good opportunities for pupils to explore their own culture and that of others. Pupils study relevant periods in history such as the Tudors and Britain since 1930, they visit stately homes such as Lanhydrock and Cotehele and invite artists, authors such as Michael Morpurgo and theatre groups into the school to enrich experience and develop knowledge. The

school's residential visit to Treymon encourages appreciation for the beauty of the natural world. Appreciation of other cultures is strongly encouraged through the studies of India carried out in both key stages and by the sponsoring of an Indian child. E-mailing the Philippines and establishing a link with Kenya are further examples of broadening the multicultural experience of pupils. Literature, art and music contribute well to the pupils' appreciation of cultural diversity.

29. The school provides a good range of extra-curricular activities, either during the lunch hour or after school. These include an art club, chess club and sports sessions. These supplement an already rich curriculum. For example, a visiting artist has worked with pupils to produce vibrant and colourful abstract panels for the school hall.
30. There are strong community links, particularly with the church. Parents play a prominent role in the life of the school and make a valuable contribution to the curriculum through supporting individual research at home and through major building projects such as the ICT suite. Good use is made of the local area to support work in history and geography. Links with local playgroups, which most pupils have attended and with the secondary school to which most pupils transfer are strong and ease the transition of pupils at different stages of their education. For example, pupils undertake 'bridging projects' in their last term in school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

31. Procedures for child protection and for ensuring pupils' welfare are good and have been maintained since the last inspection. All staff, including support staff, are aware of the procedures to be followed in cases of concern. A governor conscientiously supervises health and safety.
32. There are good procedures for monitoring attendance. Registers are properly maintained and unexplained absences followed up. The school continues to seek high levels of attendance through regular reminders in newsletters. Good levels of attendance are, however, chiefly promoted through the creation of a school which parents support and which children enjoy attending.
33. The school's procedures for promoting good behaviour are very good. The school prospectus observes that " children learn effectively in an atmosphere of friendliness within a framework of order". Children are introduced to the school's high expectations and secure routines as soon as they join the reception class and positive, encouraging attitudes are promoted throughout the school. Lunchtime supervisors have been trained in behaviour management and the school's provision of an adventure play area and boxes of toys and games for break-time use promote constructive play. When bullying occurs, it is dealt with by the headteacher and, where necessary, parents are involved. Instances are monitored for signs of recurrence. Whilst the school is virtually mono-cultural, it is alert to racism; potentially offensive remarks are picked up and addressed in assemblies or weekly personal social and health education lessons.
34. Pupils' personal development is well monitored. The school is small, relationships are very good and pupils are well known by all staff. Parents at the pre-inspection meeting were particularly impressed by the school's attention to children's personal and social development. Each pupil has a record of achievement folder, which contains personal profiles, the child's view of the year's work and other information germane to personal development.

35. The school has developed a manageable range of assessment procedures in the core subjects since the last inspection. Procedures in the foundation subjects are adequate with some useful portfolios of work referring to age and capability kept to assist with teacher assessments. There are effective assessment procedures for identifying pupils with special educational needs, although the extent to which the targets on individual education plans are addressed is variable.
36. The use of assessment data to inform teachers' planning is less well developed and there is little evidence that short term planning is modified in the light of ongoing assessment. In general many lessons expect that most pupils will work towards a common set of goals with less time given to addressing any individual skills shortages. This is most noticeable in mathematics and science. Broad attainment targets have been usefully established for pupils but often the targets set are general and not easily measured. These targets are not reinforced when teachers mark pupils' work.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

37. The school has developed very effective links with parents, and has built on the strengths reported at the last inspection. Information of a very good quality is provided. Parents are kept well informed of events at school through weekly, numbered newsletters. Good information about the school is provided in a comprehensive, jargon-free prospectus. Information about admissions (important in an over-subscribed school) is unambiguous. Good information is provided on children's attainment and progress. Parents have three formal opportunities a year to meet teachers; the strength of the school, however, lies in its readiness to allow parents informal access. The first twenty minutes of each Friday morning is 'Open House'; any parent may visit the child's classroom to look at work or talk to staff. Pupil reports are concise but very informative, providing an assessment of both effort and attainment in each subject of the national curriculum. The report format was revised following consultation with parents.
38. Parental involvement in the school is both considerable and very effective. A number of parents provide voluntary help in classrooms, and on school visits. School events, such as Christmas drama productions or Sports Day are well supported. There is a lively school association that raises additional funds for the school and provides a link between school and community. Pupils benefit directly from their activities; for example a group from the association did the carpentry for the computer room. Parents support their children's learning at home through support for the homework policy. Parents at the pre-inspection meeting felt well informed about homework and the reading diaries and homework books help home-school dialogue.
39. A few parents were unable to agree that they were well informed about children's progress, or did not feel that the school worked closely with them or could not agree that the school provided an interesting range of out-of-school activities. Inspection evidence does not support these concerns. Both information and parental involvement are judged to be very good and the range of extra-curricular opportunities is good, having regard to the size of the school. In addition to lunch-time and after-school activities, Year 5 and 6 pupils are offered a residential visit. Year 5 pupils attend a life skills day and all classes visit places of local interest and attend theatre productions.

HOW WELL IS THE SCHOOL LED AND MANAGED?

40. The school is very well led and managed by the headteacher. She provides the school with a very clear sense of direction and purpose and has successfully shared this with all the staff and governors. This is most evident in the strong pastoral support and the

concern to provide a stimulating and challenging curriculum. A strong sense of teamwork pervades the school, with all staff, teaching and non-teaching, playing a full part in the life of the school.

41. Teachers are hard working and very committed and are keen to improve. There has been an appropriate focus on improving teaching through careful monitoring and training. This has been successful in eliminating unsatisfactory teaching and improving its overall quality. The headteacher and deputy are beginning to use the information about pupil performance to supplement other well-established systems of review to drive improvement in the school. This is not being used in a rigorous manner to raise attainment in mathematics.
42. Subject management is effective. The role of the co-ordinators in the planned development of the curriculum is now clear. This is particularly noticeable in several subjects, for instance English, ICT and art and design; which have seen significant improvements in provision and standards. The management of special educational needs is effectively shared between the headteacher and a learning support assistant. Management is efficient and good support is provided for colleagues in the preparation of individual education plans and liaison with outside agencies. The management of the Foundation Stage is also effective. The subject co-ordinators provide a good level of support to colleagues and the school's resources are well deployed.
43. The school has a very positive attitude towards performance management and benefits from the cohesive targets agreed by staff. Teachers undergo regular appraisal and reviews are held which assess performance, which represents good progress since the last inspection.
44. Since the last inspection the school has responded very well to the key issues and implemented significant improvements. Most notably in improving the provision for ICT, PE and DT. The curriculum is better planned and there is a sharing of responsibility for improving pupils' achievement and attainment.
45. The governing body is also much more effective and fully involved in the work of the school. They keep themselves very well informed through visits and reports from co-ordinators and are very involved in setting the strategic direction of the school. They are extremely well organised and take their responsibilities seriously. They make a very big contribution to the work of the school and are very involved in bringing school and community together.
46. Financial management is secure. The governors are appropriately involved in setting and monitoring the budget. There is good use of the resources and a clear correlation between the schools priorities for action and the pattern of resource allocation. This is very evident in the strategic decision to increase the number of teaching assistants and to increase the number of hours of specialist music teaching. The school does particularly well in obtaining additional funds for the continued improvement to the building.
47. The number, qualifications and experience of teachers and classroom support staff match the demands of the curriculum and they all work very well together as a team. There are good arrangements made for the support of newly qualified staff and for teaching assistants. Accommodation to support learning is now good and this represents good progress since the last inspection.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

48. In order to raise standards further and improve the quality of education the governing body working closely with the headteacher should:-

- (1) **Raise standards in mathematics** by arriving at a consensus on how to teach numeracy across the school, improving teachers' subject knowledge in all aspects of mathematics, using support staff effectively, making full use of assessment information to plan lessons and establish clear expectations of pupils. **Paragraphs 6, 16, 41, 82, 84 and 85**
- (2) **Make better use of assessment information** by establishing sharper targets for individuals and groups of pupils to attain and using this information when marking to pupils' work. **Paragraphs 35, 36, 74, 84, 90, 91**

49. **Minor issues.**

Provide further guidance to support staff in lessons. *Paragraph 17 and 84*

Refine existing assessment arrangements in science and design and technology. *Paragraph 91 and 98*

Improve the planning for children's creative development in the Foundation Stage. *Paragraph 13, 50 and 69*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	34
Number of discussions with staff, governors, other adults and pupils	26

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	5	18	10	0	0	0
Percentage	3	15	53	29	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	104
Number of full-time pupils known to be eligible for free school meals	9
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	16
English as an additional language	No of pupils
Number of pupils with English as an additional language	0
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	4.3
National comparative data	5.6

Unauthorised absence

	%
School data	0.5
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	2001	3	14	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	17	17	16
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	94 (100)
	National	84 (83)	86 (84)	91 (90)

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

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	6	8	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	-	-	-
	Total	13	10	14
Percentage of pupils at NC level 4 or above	School	93 (91)	71 (100)	100 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	-	-	-
	Total	11	11	12
Percentage of pupils at NC level 4 or above	School	86(82)	79 (100)	86 (91)
	National	72 (70)	74 (72)	82 (79)

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

Separate figures for boys and girls are omitted where either (or both) the boys' or girls' totals is ten or fewer.

Ethnic background of pupils

Categories used in the Annual School Census
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

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
84	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
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)	4.5
Number of pupils per qualified teacher	21
Average class size	24

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	101

FTE means full-time equivalent.

Financial information

Financial year	2002
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	£
Total income	227974
Total expenditure	212083
Expenditure per pupil	2121
Balance brought forward from previous year	13862
Balance carried forward to next year	29753 ⁴

Recruitment of teachers

Number of teachers who left the school during the last two years	1.0
Number of teachers appointed to the school during the last two years	1.1

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

FTE means full-time equivalent.

⁴ Funding for capital projects included in this carry forward.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	96
Number of questionnaires returned	53

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	26	4	0	0
My child is making good progress in school.	55	36	4	6	0
Behaviour in the school is good.	62	38	0	0	0
My child gets the right amount of work to do at home.	51	34	9	2	4
The teaching is good.	60	26	8	2	4
I am kept well informed about how my child is getting on.	62	21	15	2	0
I would feel comfortable about approaching the school with questions or a problem.	74	19	6	2	0
The school expects my child to work hard and achieve his or her best.	70	25	4	2	0
The school works closely with parents.	55	30	11	4	0
The school is well led and managed.	77	9	8	2	4
The school is helping my child become mature and responsible.	72	21	6	0	2
The school provides an interesting range of activities outside lessons.	42	47	8	4	0

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

50. There is much better provision for the children in the Foundation Stage than at the last inspection. A new classroom, built since the last inspection, means that daily disruptions to children's learning have been reduced. The overall good teaching is having a positive impact on children learning.
51. Children attend the mixed reception and Year 1 class part time in the term before they are five, when they attend full time. This is managed very well and the teacher makes full use of the flexible groupings to meet the needs all the children in the mixed age class. The curriculum is good. The planning of activities follows the nationally agreed guidance for the Foundation Stage along with useful guidance provided by the local authority on teaching mixed reception and Year 1 classes. Outdoor activity is now regularly planned for and this is an area that has been improved through additional resources for small and large play. Literacy and numeracy and knowledge and understanding are particularly well planned for, and take into account the small steps children need to learn effectively. Planning for pupils' creative development is satisfactory but lacks a sharp focus on children learning through well-guided play.
52. The good levels of support from trained adults and parents ensure children settle in quickly and get the most from activities. The relationship between the teacher and the teaching assistant are excellent. Their level of co-operation provides a very good example of collaboration in meeting the needs of young children. The school has forged strong links with some of the pre-school groups and the partnership with parents is also strong. This is of great benefit in supporting work done in school and helps the teacher maintain accurate assessments of children's needs.
53. The teacher is reflective of her practice and has set out a clear development for the foundation stage, prioritising appropriately. Tracking and assessment procedures are manageable, regular and provide the school with appropriate information on attainment and the rate at which children make progress.
54. Children's **personal and social skills** are developed effectively. Most children start with well-developed social skills. They are confident and independent. The good provision in this area ensures that by the time they start in Year 1 they work well on their own or with others and all attain the Early Learning Goals⁵. They organise themselves, for example, in choosing which games to play and make decisions about when to join groups for daily literacy and numeracy work. The children settle quickly to the activities set out each morning without fuss.
55. Teaching is good. Social skills are discussed with the children and there are high expectations that the children will learn to get out and put away equipment themselves. The children play and work well together and are keen about their learning. For example during the visit by a Methodist minister they listened attentively, waiting their turn to ask questions. Routines are quickly established that develop social responsibility. For example each day one of the children is selected to be the classroom buddy. The duties

⁵ The Early Learning Goals; refer to the achievements made in connection with the six areas of learning: communication, language and literacy; mathematical development; personal and social; knowledge and understanding of the world; physical and creative development.

encourage the children to take charge of such daily tasks as feeding the birds, compiling the weather report, and organising the stacking of chairs and being a friend to others. This leads to a very effective development of social skills.

56. The adults provide very good role models for the children. In particular the enthusiasm they share for learning during discussions or when helping children share what they have achieved during the day. When children leave the classroom, for example to go to the hall for soft play, this is celebrated with a song. Such incidents strengthened the sense of community that pervaded the class.
57. By the time they start in Year 1 nearly all the children are at or exceeding the Early Learning Goals in **communication, language and literacy** because the teaching is good and children learn effectively. Children's speaking skills are generally above average when they start school. Early reading and writing skills are typical for children of this age. The adults manage the discussions well so that all children have a chance to ask and answer questions. Adults work well with each other to improve the quality of children's questions. For example during the role play of 'bathtime' in the 1960's both the teacher and the visitor shared in the asking of questions which encouraged lively discussion and developed confident speaking skills in the children.
58. Good use is made of the literacy framework for teaching children their sounds and other strategies for learning to read. Most children name sounds in the words they use frequently and average and higher attaining children use picture clues to tell stories. At this stage of the year most children are on their way to reading simple stories independently.
59. There are times and places each day where children practise their writing. Children have a good view of themselves as writers and most are shaping letters and using some identifiable sounds by the end of the reception year. Most are showing signs of independence in writing before then and this is encouraged with word cards that support them in spelling commonly used words and vocabulary development.
60. By the end of the reception year most children will achieve expectations in their **mathematical development**. Most count to ten and know one more and one less. Higher attainers use mathematical language with confidence, such as, seven is two more than five.
61. Some activities include tasks that reinforce mathematical language and pattern. Such as comparing and contrasting handprints and making comparisons between the height and age of children in the class. The teaching is good. There is good emphasis given to learning about numbers through activities such as finding out which comes next as well as combining amounts to make larger numbers.
62. The teacher encourages children to see the mathematics that are around them. Through measuring the height of plants that they grow, comparing the weights of everyday objects, or considering the patterns on shells. They are encouraged to be problem solvers when for example they considered how to share out the 'christening cake' and when sorting sweets for the baby's christening gift. In addition to regular number activities children develop a sound understanding of shape and measure during their work in the sand tray.
63. Children enter school with a satisfactory **knowledge and understanding of the world**. They learn quickly because of the many rich opportunities to study more about the world they live in. They consider the growing plants in their garden and eagerly observe the

habits of the 'wild' hermit crab and discuss the changes in the weather. By the time they enter Year 1 children have a broad range of experiences and their general knowledge is good.

64. The teaching in this area is strong. The teacher and other adults plan carefully to capture the interest and enthusiasm of the children. A good choice of activities supported the work of exploring 'myself'. The discussion centred on looking closely at the lines on each other's hands and comparing these with the adult. This encouraged genuine interest. Practical tasks such as contrasting hand sizes led children to comment on the differences between boys and girls, old and young. Historical awareness is taught well. Children are enraptured as they watched a visitor bath the baby in an old tin bath. This prompted questions such as 'what do you watch then if you do not have a television?' and 'do you sleep in a cot?' the answers were careful to explore children's knowledge with 'well what do you think?' and why would that be?'
65. Religious awareness is sensitively taught. A carefully planned 'christening' of both a black and white child by the Methodist minister incorporated symbols from both Hindu and Christian culture. The role-play incorporated some of the youngest children presenting gifts, so ensuring the right pitch for this mixed age class.
66. Children have regular use of two computers and quickly learn to control the mouse confidently selecting from a range of menus.
67. The provision for **physical development** has improved and this is helping children make the progress expected in this area and reach expected standards. There is a garden that they work in and a good range of outdoor apparatus that develops physical challenges safely. The use of the outdoor area is planned for every day, but the lack of any covered area means that this is not always possible on wet days. Although some of the youngest children use the large hall every morning when they have soft play activities, opportunities for daily large play are restricted for older experienced reception children.
68. Children run, jump and show a good awareness of space around them. They are well co-ordinated. Teaching is good. During a dance lesson the reception children used the space creatively and responded to the instructions for this formal dance well. They quickly followed the teacher's very good demonstration of eye and hand movements and concentrated as they watched each other. The teacher made very good use of language to encourage the dance. For example 'remember the flapping ears of the elephant god' and interspersed this with questions such as 'why did Ganesh have only one tusk'. The excellent behaviour and attitudes ensured that children benefited from reflecting on each other's performance.
69. **Creative development.** This is the weaker aspect of the provision in the mixed class. Whilst effort has been put into providing clothes for dressing up in there is little opportunity in the week for children to explore learning through play. The resources are satisfactory for this area of learning. There are reading centres, small world play and also a dressing up area. But a valuable opportunity to explore drama and role play after for example the history lesson are not planned for.
70. Children are on course to reach expectations in this area. They create collage pictures, prints and paintings, exploring texture and colour and shape. Children join in singing and have a reasonable repertoire of well-known songs and rhythms. There is a good balance between skills teaching and opportunities for children to use their skills independently. Good intervention during the making of a cot linked to the christening

helped children decide why certain materials were best and those who the adult knew need help with skills such as cutting and fixing were given individual attention.

ENGLISH

71. Standards in English are above average for seven and eleven year olds, and have been maintained since the last inspection. Around a third of the present Year 6 are working at higher levels and lower attaining pupils are on course to reach average standards. The results of National Curriculum tests for seven and eleven year olds have been consistently above average for both boys and girls. Overall there has been an improvement in standards particularly in speaking and listening and writing over the past two years. By the time they leave school all pupils are achieving as well as they should as a result of some good teaching throughout the school.
72. Pupils' skills in speaking and listening are good. When pupils enter the school they show competence in speaking and good listening skills, which the school continues to develop well. Throughout the school teachers provide good opportunities for discussion in subjects across the curriculum and pupils learn to talk and listen in a variety of situations. For example in a Year 2 lesson they were required to ask and answer relevant questions in correct and accurate sentences, after listening to a pupil read an extract from a story. Year 1 pupils showed eagerness and confidence as they discussed what had happened to Barnaby Bear over the weekend spent at the home of a pupil. Pupils in Year 6 were clear, articulate and confident as they talked about the effects of the declaration of World War 2 on their village. In many lessons teachers are prepared to ask good questions that encourage pupils to reflect and explain ideas clearly. The teachers' insistence on full sentences encourages thoughtful responses.
73. As they move through the school pupils' reading develops well. Pupils gain a good grasp of letter sounds, which helps them to tackle unfamiliar words. There are regular opportunities for class and group reading activities that draw attention to features of books. A particular recent initiative has been to use these sessions to challenge the pupils to look deeper into the meaning of stories. Consequently by the age of eleven pupils develop a critical appreciation of literature. This was clearly demonstrated when ten and eleven year olds discussed significant themes and characters after reading the 'Silver Sword'. Pupils are interested in books and read with increasing fluency and accuracy. Across the school pupils have a good knowledge of books that they like and are skilful at finding information from different sources and use and manage the school library efficiently.
74. Writing skills are well developed across the school and signify a good achievement for most pupils. The range of opportunities for writing has been extended as a result of the focus on improving standards in this area. As they move through the school pupils learn to write for example instructions, accounts of their activities, letters and poems in a variety of forms. The higher attaining Year 2 pupils wrote imaginatively about making a dragon; 'sprinkle some ruby red blood in the tummy of the dragon.' By age eleven average attaining pupils write using correct punctuation and grammar. They write from a range of perspectives, such as the maid in a Victorian household. They successfully extract and re-present information from a wide variety of texts, including the Internet, on the subject of bicycles. Higher attaining pupils write sustained stories that have good structure and well-developed plots and characters; many use dialogue and a variety of punctuation to enliven their work. There is scope to improve the use of assessments of writing skills to ensure that the rate of progress of some lower attaining pupils is more consistent as they move through the school.

75. Standards of handwriting are satisfactory. Standards in handwriting books are good. Younger pupils practise forming letters correctly whilst older pupils develop a neat cursive style. The same standards in presentation are evident across the curriculum. Spelling is mainly satisfactory, however some higher attaining Year 6 pupils show evidence of misspelling a range of regularly used words. Their knowledge of letter sounds is secure and their spelling is phonetically plausible. However strategies for correcting spelling vary across the school.
76. Teaching is often good or very good across the school and is good overall. All teachers have a sound knowledge of how to teach reading and writing and work hard to provide opportunities for pupils to develop their verbal and listening skills. Teachers work hard to engage pupils' interest in descriptive language and expect them to use it frequently. They expect accuracy, creative and independent thought from pupils whilst providing good support that helps pupils to organise their ideas before beginning to write.
77. Pupils with special educational needs have detailed individual action plans which are followed by class teachers and teaching assistants. In many of the lessons pupils' work through a good range of activities that maintain their interest and motivation, and they make good progress in key skills in literacy.
78. Management of English is good, and the above average standards reported at the last inspection have been maintained. The literacy co-ordinator works hard to monitor the standard of teaching in the school, to analyse the strengths and weaknesses in pupil's performance and to give support and guidance to colleagues. An attractive library area has been developed since the last inspection that is used well. The book choice is sufficiently demanding of pupils of different attainment. The development of ICT to support literacy skills has been well managed and is making an increasingly successful contribution to pupils' learning through opportunities to read in greater depth and to present written work in interesting and entertaining ways.

MATHEMATICS

79. Evidence from the inspection indicates that standards reached by seven and eleven year olds are in line with national expectations. Pupils' progress in mathematics is erratic, but satisfactory across the school as a whole. Attainment at the time of the last report was judged to be above national expectations. The results of National Curriculum tests for seven year olds show that attainment, while consistently above national expectations, have been declining since 1997. By 2001 the school's performance was well below that of schools with a similar intake. A more fluctuating trend emerges in the test results for eleven year olds but unpublished results for 2002, show that no pupil reached the higher level in this summer's tests. Pupils with special educational needs make satisfactory progress. There is no significant difference between the attainment of boys and girls.
80. Pupils enter the school with broadly average attainment in mathematics. By Year 2, most pupils have a good understanding of the properties of 2-dimensional shapes, have a good knowledge of tens and units up to one hundred, can measure in non-standard units and tell the time in hours and half hours.
81. By Year 6, the majority of pupils know their multiplication tables, understand place value in long multiplication and are beginning to understand the relationship of fractions to calculating chance and probability. However, most pupils find it more difficult to apply their knowledge of mathematical concepts and to generate a theory from individual examples.

82. The quality of teaching in the lessons observed was satisfactory overall. While there were elements of good practice in all the lessons seen, there is little consistency of practice across the school as a whole. In the better lessons, there was a clear learning objective, with a variety of tasks, which matched the needs of the wide range of age and attainments in the class. Even the questions in the first part of the lesson were of graduated difficulty. All pupils were involved at some stage and were encouraged to explain the different strategies used. The tasks struck a good balance between consolidation and challenge.
83. In other lessons there was no clear learning objective and insufficient provision was made for the differing ages and attainment within the class. As a result, the material as presented was too difficult for the lower attainers in the class but provided insufficient challenge for higher attaining pupils. For example in a lesson on probability in the Year 5 and 6 class, lower attaining pupils had an insecure knowledge of their tables and a weak understanding of simple fractions. Consequently they could not make the required connection between fractions and the chance of scoring a particular number with two dice. There was too great a reliance on a published scheme to consolidate the direct teaching and missed opportunities for pupils to apply their knowledge through practical activities and investigations.
84. Although the results of national and non-statutory tests are carefully analysed by the school, too little use is made of the data to match the work to the learning needs of pupils. All work in pupils' books is marked, but comments largely refer to presentation and are not helpful in analysing what pupils need to do to improve their work. There is little evidence that teachers adapt their planning in the light of on-going assessment. Able support staff are not used to full effect and spend too little time in lessons in direct interaction with pupils. Although effort is put in to ensure that all pupils have full access to the curriculum, insufficient time is spent on addressing the specific learning difficulties of individuals and groups of pupils.
85. The scrutiny of pupils' work for the previous academic year revealed a strong emphasis on number-work but too few opportunities for pupils to apply their knowledge in different mathematical areas and through problem solving activities. The reliance on the published scheme to structure pupils' learning resulted in pupils repeating work in subsequent years with very little increase in knowledge or understanding. There was a limited quantity of work in pupils' books. This reflected the lengthy direct teaching sessions observed during the inspection, with too little time left for written work. The emphasis on lengthy sessions of direct teaching is masking a lack of understanding on the part of some pupils. This is reflected in significant discrepancies between teacher assessments and the results of national tests.
86. The headteacher has recently taken on the co-ordination of mathematics and is aware of the need to raise standards in the subject, particularly in Years 5 and 6 and to improve teachers' own subject knowledge. Through her monitoring of planning and teaching she is aware of the need to ensure a consistent approach to the teaching of mathematics across the school and a need for greater clarity in the expectations of pupils by teachers. In particular there is a need for the school as a whole to develop strategies, which will meet the needs of higher attaining pupils who are not making the progress of which they are capable. Resources are adequate but not always used to good effect. In particular the use of ICT to extend data handling skills.

SCIENCE

87. Standards reached by the age of seven are above average and average for eleven year olds. There has been an overall improvement in standards since the last inspection. Recent test results for eleven year olds show a consistent trend of improvement in line with national trends. Pupils in Years 3 to 6 make sound progress in their knowledge of life processes and living things and materials and properties. This is because greater emphasis is given to these areas of science. By the time they leave school all pupils have reached average standards however they are less secure in considering evidence and evaluating their findings. In particular pupils' rarely use appropriate language when drawing conclusions and reviewing their findings and explaining its significance. There was little work undertaken that extended pupils' knowledge and understanding of physical processes or developed their investigative skills.
88. Seven year olds achieve a good standard. Pupils have a good general knowledge about electricity. Their work on organising food into major groups shows good understanding of the importance of a balanced diet and their recording of what they have to eat during the week encourages a rigorous approach to investigation. The teaching encourages a careful approach to setting out tables and a similar level of careful recording is evident in their work on materials with good emphasis given to the characteristics of each material considered. There appears to be a lack of independent investigative work undertaken on plant growth, an area rich in potential. The scrutiny of work suggested all carried out the same experiments, however the explanations were clear and drew the right conclusions. The teaching is good in Years 1 and 2 and most work is preceded with a good range of questions that encourages enquiry.
89. Overall teaching is satisfactory in Years 3 to 6 and pupils make satisfactory progress. A scrutiny of last year's work showed a wide range of carefully planned investigations, demonstrating a secure knowledge of fair testing. Pupils considered accurately the impact of different variables such as the surfaces objects were dropped on to or the evaporation rates of different liquids. In this work older pupils presented their work clearly, lower attainers were well supported in their writing. The pupils record accurately, for example in Year 4 the time it takes the ice cube to melt in different conditions. Opportunities to use more sophisticated graphs are missed and this reduces the impact of some of the recording work of higher attainers. Year 6 pupils continue to use the bar chart to record the time taken to dissolve substances in water rather than introducing more appropriate methods of recording information. Pupils in Year 6 show a reasonable knowledge of where they might find different animals but the marking rarely encourages even the higher attainers to offer any explanations that would take their thinking on. Much of the work in Year 3 on friction lacks evaluation and for this reason higher attainers do not make the progress they could in investigative skills.
90. Good use is encouraged of pupils' reading and writing skills in much of the science work. For example seven year olds were encouraged to read the labels and symbols on bottles and wrappers to identify the health warnings. Most recognising the key words such as harmful.
91. The co-ordinator is enthusiastic and in the relatively short time has already made an impact. There has been a thorough audit of resources and the guidelines for teaching science have been redrawn to provide better balance. There is a useful sample of pupils' work gathered from each year, but this has yet to be levelled to provide a clear view on attainment for the school to monitor progress. The pupils are assessed regularly on their knowledge but the lack of specific record of investigative skills means work is not planned to extend this area of their learning.

ART AND DESIGN

92. Standards are above national expectations across the school. This is an improvement since the last inspection and reflects the high profile of art in the school. The teaching is good; teacher's subject knowledge and planning are particularly strong features. By the age of seven pupils have mastered good basic skills and handle paint with confidence. They show dexterity when cutting and sticking and are beginning to demonstrate ideas of composition and proportion in their work. They show an awareness of the work of a range of different artists including Archimboldo and Modigliani and incorporate these artists' styles effectively into their own work.
93. By the age of eleven, pupils' skills have developed and they show good understanding of the principles of line, tone and pattern. Notebooks are used well and provide a good record of developing skills over time.
94. Art forms a key part of the school's integrated curriculum and is used effectively to support work in other subjects. Lessons are planned in detail there is an appropriate emphasis on developing key skills systematically. 3-dimensional work, printing, clay-work, textiles and weaving are taught as whole school topics with a different emphasis in each class. This ensures that basic skills are taught sequentially and built on progressively as pupils move through the school. Information technology is used well to support learning.
95. The co-ordinator is knowledgeable and enthusiastic and provides good support for colleagues. She has worked hard to adapt national guidelines and extend the opportunities for creativity. She offers good support to teachers and encourages their own particular interests and expertise within the themes being taught. Teachers' keep a good track of pupils' development of skills in lessons and make good use of support staff. The curriculum is enhanced by visits to local art galleries and visits from working artists. An annual art day receives considerable parental support and an auction of pupils' work and that of a well-known artist raises additional money for resources. The lunchtime art club provides further opportunities for small numbers of pupils to develop their interests.

DESIGN AND TECHNOLOGY

96. Standards are in line with national expectations across the school. This is an improvement since the last inspection, when standards for eleven year olds were below national expectations. By the age of eleven, pupils have designed buggies designed for a 'great egg race', used remote control mechanisms to guide them and evaluated their designs against specific criteria.
97. Coverage of the curriculum is now adequate and includes food technology. There is a greater emphasis on the creative aspects of the design process although there is still too much focus on outcomes at the expense of the process and development of skills. Although there is a scheme of work, based on national guidelines, the school has still to develop effective procedures for tracking skills and monitoring standards.
98. The quality of teaching is satisfactory overall. Teachers' chose activities that build well on earlier skills, such as the construction of powered vehicles by pupils in Year 5 and 6. Care is given to providing prototypes that help provide pupils with inspiration for their own designs. Evaluating products is a prominent part of the pupils work in Years 3 to 6. Pupils have very positive attitudes to the subject and often use their initiative to develop the tasks at home.

99. The co-ordinator has taken a strategic approach to tackle the weaknesses identified at the time of the last inspection and resources in particular have improved. Good use is made of ICT to support pupils' learning about systems and control. Effective cross-curricular links are built into teachers' planning that link DT with literacy and history, and these experiences are tracked effectively by the co-ordinator. However there is no formal system for tracking the skills individual pupils have attained and this reduces the consistency with which pupils make progress. The co-ordinator has very good subject knowledge and provides good support for colleagues.

GEOGRAPHY

100. During the inspection no geography lessons took place. Scrutiny of pupils' work and interviews with the subject co-ordinator and the pupils provided the evidence base from which the judgements are made. The last time the school was inspected standards were found to be average and the school has maintained similar standards so that pupils' achievements are largely in line with national expectations.
101. Overall pupils make satisfactory progress. Seven year olds understand the features of living on an island and distinguish between manmade and natural features found at the seaside. Pupils also make comparisons between two very different localities, establishing the characteristics and environments of both. Higher attaining pupils identify similarities and differences between the two. Pupils use their geographical skills to identify local villages on a map and understand the use of symbols. Pupils' work from Years 1 and 2 shows good evidence of mathematics and ICT skills being used to present the findings of their investigations.
102. Older pupils develop their geographical skills sufficiently to discuss with confidence their knowledge of various locations in the world. They recognise the impact that features such as climate, landscape, population and industry have on a location. Year 6 pupils also show competent research skills in locating information about an Indian village and presenting their findings with individuality. They explained their opinions on how village life might be improved confidently and backed this up with suitable reference to sources of information.
103. The new subject co-ordinator monitors the effectiveness of the long term planning and the quality of resource provision that is at present adequate. Assessment arrangements are adequate to ensure that pupils acquire skills systematically as they move through the school. A suitably challenging range of activities are planned that help pupils acquire the required geographical skills and a satisfactory breadth of knowledge and understanding of the subject.

HISTORY

104. Overall standards exceed the expectations of seven and eleven year olds. This improvement has been brought about by regular monitoring of pupils' work and the careful adaptation of national guidelines to ensure emphasis is given to research skills. The subject is well led and managed by the co-ordinator who has successfully maintained the emphasis in tracking and developing a full range of pupils' skills.
105. By the age of seven pupils develop their knowledge and understanding of events in history as seen in their enquiry into the Great Fire of London. Lower attaining pupils drew conclusions from their research that the fire spread 'because the houses were too

close together and that the fire went out because the wind stopped'. Higher attaining pupils drew accurate conclusions from their study of pictures of Florence Nightingale, that this 'is a long time ago because of the candle for light, the old fashioned clothes and the type of bed'. By age eleven pupils show a well-developed sense of chronology and use dates and terms showing they recognise the passing of time. Discussion with pupils and scrutiny of their work reveals that they acquire a good knowledge and understanding of periods, episodes and events in the past. Such as those leading up to the Jarrow march or the arrest of Guy Fawkes.

106. Teaching is good throughout the school. Teachers show secure subject knowledge that helps to motivate pupils to apply themselves very well and show great interest in their work. This came together well in a Year 3 and 4 lesson on Henry V111. Lower attaining pupils used the clues provided by the computer program to match events during his reign, whilst others were enthusiastically searching the Internet for answers to questions about Anne Boleyn, Henry V111 and Jane Seymour. Higher attaining pupils organised themselves to ask pre-prepared questions of a pupil playing the part of Henry V111. Such interesting and varied activities provided the exciting stimulus required for pupils to learn well. Challenging work on Edward V1's abdication involved older pupils in evaluating various accounts of the event before presenting their opinions. Pupils bring a rich variety of background knowledge to class discussions and are capable of a high level of independent thinking as seen in the discussion following the video clip showing the declaration of the Second World War.

107. Pupils work well in lessons and show enthusiasm for the subject and enjoy their work. Pupils in Years 3 and 4 hardly contain their excitement in wanting to share their knowledge about the Tudors and are especially fascinated by facts such as Anne Boleyn's sixth finger. Pupils listen very well, contribute to discussion and ask pertinent questions that show a genuine desire to find out more.

INFORMATION AND COMMUNICATION TECHNOLOGY

108. Standards have risen since the last inspection and by the age of eleven are above average. Good improvement in teachers' expertise has been secured through well-matched training. The opportunities for pupils to experience the full range of ICT skills has increased due to a well-equipped computer suite and the considerable efforts of the enthusiastic co-ordinator.

109. By the age of seven, standards are in line with expectations. Pupils are secure in using their skills particularly in word processing, desktop and the use of the computer for art. They programme a moving toy and put data onto a computer to produce a graph. Whilst no lessons were seen in Years 1 and 2 observations of adults supporting pupils using an art programme and a data program indicate teaching is likely to be satisfactory. For example in a Year 1 lesson the pupils quickly entered data on their heights to produce graphs that helped them compare heights and ages. This use of ICT is of great benefit to pupils' progress in mathematical understanding. Teachers use ICT regularly and imaginatively. The regular time tabling of the computer suite means that pupils have regular access to improve their skills. Group work, supported by teaching assistants, helps them develop confidence in using the keyboard and the mouse for a range of programs supporting mathematics and literacy.

110. Pupils at the start of their last year set up procedures and instruct, through a linked box, how the clown is to smile, laugh and twiddle his bow tie. They are confident in using a power point presentation, linking their research work on bicycles with text and graphs. They supported each other well by typing out the text to be read to the class. Many of

last year's pupils could touch type by the time they left the school whilst this year some pupils are well on their way.

111. The teaching of pupils in Years 3 to 6 is good. The skills needed for example to cut and paste and utilise a variety of pictures and fonts, are taught well. There is some imaginative and well-informed teaching and pupils have used digital photography to good effect. The lessons are organised well and make the most of the time available in the suite and the teacher's time. The pupils often carry on their work after the lessons and this ensures that a great deal is covered. Pupils work well together and share their skills effectively. Pupils use ICT as an essential part of their geography and history for research and the older pupils use the Internet widely to find information. There is less of an explicit link with mathematics and the contribution ICT makes to their work in data handling is very limited and inconsistent through the school. The pupils' communication skills already at a good standard from their other work, are enriched by the regular communication with e-pen pals and the use of such programs as desktop publishing and power point.
112. The co-ordinator has worked very hard and enthusiastically to establish the place of ICT alongside other curriculum subjects. Resources are generally good and older pupils now have access to more sophisticated programs relating to data handling and control work. There has been an effective training programme that has significantly improved teacher' subject knowledge. As a consequence teachers effectively assess pupils' skills development and plan work accordingly. Guidelines are being developed to ensure ICT supports a wider number of subjects including science but this has some way to go.

MUSIC

113. Only one lesson was observed and together with discussions with pupils' and teachers standards were judged to be at least in line with expectations by the age of seven and eleven. However attainment exceeds this for many older pupils. Pupils' progress particularly well in their appreciation of music, the recognition of moods and their understanding of dynamics and rhythm. Singing is satisfactory. Pupils benefit greatly from the skills of two part-time music specialist teachers, who assist the school in tracking pupils' attainment. Pupils thoroughly enjoy music making and many benefit from additional tuition provided by visiting specialist teachers of guitar, recorders, keyboard and violin. Such provision is open to all pupils and good arrangements are made to ease the financial burdens on families.
114. Only one lesson was observed. The part time specialist teacher taught this to pupils in Years 5 and 6. The lesson had a number of outstanding qualities. The warm up activity was racy and the mixture of rhythmic games encouraged pupils to review pitch, tempo and dynamics. Excellent subject knowledge ensured that the pupils listened critically to a piece of music, 'The Planets' with concentration. The questions were challenging and extending pupils technical knowledge. An exciting clapping session helped pupils use elements of music such as the ostinato. This benefited higher attaining pupils who explored the impact of the silence in such musical structures. Group tasks were very well organised to meet the different needs of the class and the involvement of all was total.
115. The music co-ordinator is keen to ensure that pupils continue to get the best possible teaching. Opportunities to learn and make music have improved since the last inspection and this is a much valued part of the school life. The budget in particular has been used well to provide some very good quality specialist teaching of curriculum music. Teachers join their classes during music lessons but this is the only training they

are receiving currently. The content of music lessons are monitored and the co-ordinator ensures that those pupils who wish to take their musical experiences further receive the appropriate extra tuition.

PHYSICAL EDUCATION

116. The improved facilities have allowed the school to address the weaknesses identified in the last inspection report and the achievements seen in gymnastics are above expectations across the school. The two timetabled sessions are also supplemented by a range of extra-curricular activities. The local cluster of small schools organises football, netball, athletics and swimming competitions.
117. In a Year 2 lesson all pupils balanced on two or three body parts on a variety of apparatus. They used space well and confidently worked at different heights on the wall bars and jump tables. They operate routines effectively, get out apparatus quickly and efficiently and are aware of health and safety issues. During a Year 4 lesson the pupils performed a variety of challenging jumps, landing properly. As the lesson developed they went on to combine their jump with a roll into a sequence of movements. Most pupils leave the school having met the national expectations in swimming and many exceed them.
118. The quality of teaching was good in the two lessons observed. Lessons are planned in detail and modified following earlier lessons. Teachers managed the lessons effectively, used appropriate warm up activities and gave proper attention to health and safety issues. Teachers effectively demonstrated what they wanted the pupils to achieve and regularly invited pupils to demonstrate good practice. This raised pupils' confidence and had a beneficial impact on progress. In all lessons, pupils were prompted to evaluate and refine their efforts. The teaching assistants often encouraged this.
119. The co-ordination is now shared and there is a considerable amount of expertise in the school. Although no formal assessment strategies are in place, support staff are used effectively to monitor groups of pupils and make notes on attainment and progress.