

INSPECTION REPORT

MOUNT HAWKE COMMUNITY PRIMARY SCHOOL

Truro

LEA area: Cornwall

Unique reference number: 111868

Headteacher: Mr R Burcher

Reporting inspector: Mrs Joan Ashmore
OIN 25459

Dates of inspection: 25 – 28 November 2002

Inspection number: 251106

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Rodda's Road
Mount Hawke
Truro

Postcode: TR4 8BA

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Appropriate authority: Governing body

Name of chair of governors: Mr M Woodley

Date of previous inspection: 23 March 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
25459	Mrs Joan Ashmore	Registered inspector	Science	What sort of school is it?
			Music	The school's results and pupils' achievements
			Religious education	How well are pupils taught?
				What should the school do to improve further?
12277	Rev Kingsley Halden	Lay inspector		Pupil's attitudes, values and personal development
				How well does the school care for its pupils?
				How well does the school work in partnership with parents?
31357	Mrs Christine Grainger	Team inspector	Information and communication technology	
			Design and technology	
			Foundation Stage	
			Special educational needs	
18346	Mr Rod Bristow	Team inspector	Mathematics	How good are the curricular and other opportunities offered to pupils?
			Geography	
			History	
31575	Mr Bill Indian	Team inspector	English	How well is the school led and managed?
			Art and design	
			Physical education	
			Educational inclusion	

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Mount Hawke Community Primary School is situated in the village of Mount Hawke, which is close to the coastal resort of St Agnes, Cornwall. The school building was completed in 1989 but has recently been extended and improved to provide additional classroom space. There are good outdoor facilities, including a playing field, adventure playground, quiet areas and an outdoor area for the youngest children. The school draws its pupils from a wide catchment area, including a number of outlying farms and ex-holiday chalet-accommodation. The school caters for pupils aged four to 11. There are 200 pupils on roll of which 101 are boys and 99 are girls. There are 21 children who are four years old; eighteen of these children attend part-time. The school is broadly average in size. Approximately 6 % of pupils are eligible for free school meals, which is below the national average. There are no pupils from ethnic minorities and no pupils whose mother tongue is not English, which is well below the national average. Nineteen per cent of pupils are identified as having special educational needs by the school and 2% have a statement of special educational needs, which are broadly in line with national averages. Pupils with special educational needs have a range of difficulties. The majority have general learning difficulties but there are some pupils with specific difficulties such as dyslexia. Pupils come from a wide variety of backgrounds and the attainment of children when they enter school in reception can vary from year to year. Children's attainment in the current reception class is broadly in line with what is expected for children of this age.

HOW GOOD THE SCHOOL IS

Mount Hawke Community Primary School is an effective school with some very good and outstanding features. Pupils attained well above average standards in English, mathematics and science in the national tests for 11 year olds in 2002. The inspection shows that by the time pupils leave the school at the age of 11, standards in English, mathematics, science, information and communication technology, religious education, history and art and design are above those found nationally. Overall, teaching is good, although not as strong in the infants as it is in the juniors. The overall attitudes and behaviour of the pupils are very good. There is a broad and enriched curriculum that meets the needs of all its pupils. The school is inclusive in its policies and in its practices. It has good provision for pupils with special educational needs. Leadership and management are very good. The headteacher, supported by a very strong management team and the governors, is very effective. There is a strong commitment to the school's identified priority, which is 'that each child achieves the highest standards possible'. The school gives good value for money.

What the school does well

- High standards of English, mathematics and science by the end of the juniors.
- Very good attitudes and behaviour of pupils.
- Excellent relationships.
- Rich and varied curriculum that contributes to pupils' excellent personal and social development.
- Outstanding provision of extra-curricular activities, including extensive out-of-school activities.
- Very good links with parents, the local community and other organisations.
- Extremely effective leadership of the headteacher.
- Very good leadership and management by the governing body.

What could be improved

- Standards of writing in the infants and early juniors.
- Standards reached by the higher achievers in the infants and early juniors.
- The consistency of teaching.
- The consistency of assessment practices.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement since the last inspection in March 1998. There was only one key issue identified for improvement in the last inspection which was related to the teaching of a mixed-age class. Numbers have risen over the last four years so that the school now accommodates its pupils in classes where there is now only one year-group and therefore this issue has been addressed satisfactorily. Since the last inspection there have been good improvements made to the building and school grounds, including extensive alterations to improve classroom space, the development of a computer suite and improvements to the outdoor facilities, such as the Adventure Trail and the Jubilee Garden. There are improved outdoor facilities and resources for the school's youngest children and those in reception make good progress. The school has also extended the number and the role of its classroom assistants and provides good training opportunities for them. Resources have improved for music. Teaching has improved, with six out of every ten lessons being good or better, and in one in every four lessons teaching is very good or excellent. Spiritual development through the breadth of the curriculum has improved, though there are still missed opportunities in school assemblies. Leadership and management, and pupils' personal development and attitudes to learning remain strengths. The school has recently undergone significant staff changes, including the appointment of a new deputy headteacher, and these changes have brought about significant improvements to teaching and learning. The school has the capacity to sustain its strengths and continue to improve.

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
	2000	2001	2002	2002
English	E	B	A	A
mathematics	C	E	A	A
science	A	D	A	A

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

Children enter school in reception with attainments that vary year-on-year. The current reception children attain standards in line with what would be expected for children of this age in all areas except mathematical and physical development, where they are above expectations. They make steady progress and are on course to achieve the early learning goals in each area of learning by the time they move into the next class. In the national tests for seven year olds in 2002 pupils were in line with the national average and the average of similar schools in mathematics, but were below the national average and well below the average of similar schools in reading and writing. They were below average in science. There has been a satisfactory improvement in mathematics over the last three years but a drop in performance in reading and writing, due mainly to the high percentage of pupils who took the tests with special educational needs and too few pupils attaining the higher than average levels. Overall, despite this variation, the rate of improvement over the last three years for seven year olds is in line with that found nationally.

Standards in English, mathematics and science for 11 year olds have improved since the last inspection. In the 2002 national tests and assessments for 11 year olds, pupils attained standards in English, mathematics and science that were well above the national average and the average for similar schools, which represents very good progress for these pupils. Taking the last three years overall, there is a trend of steady improvement, in line with the trend nationally. Boys' average performance over the last three years shows that they did particularly well compared to boys nationally in English, mathematics and science. Girls' average performance over the last three years, however, is better than nationally for girls in science, but below the national average for girls in English and mathematics.

The standards of work seen shows junior pupils attaining standards above what is expected and achieving well in English, mathematics, science, information and communication technology, religious education, art and design and history. In geography, music, design and technology and physical education attainment is in line with expectations and pupils' achievements in these subjects are broadly average. Pupils in the infants make satisfactory progress and attain in line with what is expected nationally in all subjects except art and design, where pupils' attainment is above national expectations and in writing, where it is generally below expectations. The school is working effectively to boost the achievements of its borderline pupils in Year 6 who could achieve a higher

level by the time of the national tests. The school has set challenging targets for its 11 year old pupils and with the good strategies in place looks likely to reach, if not exceed, these targets. Pupils with special educational make good progress overall and in the juniors they make very good progress due to the consistently very good teaching.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good: Pupils are very proud of their school and the work that they do. They are keen to learn, concentrate well and work hard.
Behaviour, in and out of classrooms	Very good: Pupils behave consistently very well throughout the day during lessons and when they are at play or moving around the school.
Personal development and relationships	Excellent: Relationships are excellent. Pupils work very well together and accept responsibilities readily. They are confident and very responsible.
Attendance	Attendance is satisfactory.

The school places great emphasis on developing the right attitudes and behaviours in all its pupils and this is strength of the school. Adults provide very good role models for pupils and relationships between pupils and between the adult and pupils are excellent.

TEACHING AND LEARNING

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

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

Overall the quality of teaching is good. There was a high percentage of very good or excellent teaching in Years 4 to 6, which contributes significantly to the high standards achieved by the time pupils leave the school at 11. Teaching was unsatisfactory in only one lesson. Pupils with special educational needs and higher attaining pupils in the juniors achieve very well due to the very effective group and individual teaching both within and outside the classroom. Teaching of children with special educational needs and of higher attaining children in reception is good. However, whilst pupils with special educational needs who are aged five to seven are identified and given very good specialist support, their learning needs are not always met within the class situation. English and mathematics are generally very well taught in the juniors. In the infants the teaching of English is satisfactory and the teaching of mathematics is good. The teaching of literacy and numeracy lessons is good overall. Across the school teachers also extend the use of literacy skills well in other subjects. The use of other subjects to extend pupils' mathematical skills is satisfactory.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school has a broad and well-balanced curriculum. Exceptional extra-curricular activities extend pupils' learning opportunities and enrich the basic curriculum.
Provision for pupils with special educational needs	Good procedures for identifying pupils. Very effective specialist provision for group support of pupils with special educational needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes very good provision for pupils' personal and moral development. Provision for pupils' social development is excellent and for spiritual and cultural development it is good. By the time pupils leave the school at 11 they are confident, responsible, mature and independent.
How well the school cares for its pupils	The school provides a secure environment and pupils are looked after well. The racial equality policy is effective in practice. The assessment information collected about pupils' progress could be used more effectively to ensure that all pupils work at levels that meet their learning needs, particularly within the infant and early junior classes.

The school works very effectively with parents from the time children are registered to attend until they leave at 11 years of age. Parents are kept very well informed about school activities and about how well their children are doing. There is a very supportive parent-teacher association.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good: The headteacher provides strong educational direction for the school. An enthusiastic and effective deputy headteacher and a skilful special educational needs co-ordinator complement his strong leadership.
How well the governors fulfil their responsibilities	Very good: Governors are very active and very well informed. They have a very good understanding of the school's strengths and areas that require improvement. They monitor and evaluate the school's work effectively.
The school's evaluation of its performance	Good: The school analyses most data well but could use this information more effectively to target improvements for pupils of different abilities in the infants and early juniors.
The strategic use of resources	Good: The school is effective in its management of the budget. There are good resources for learning. The accommodation is satisfactory overall. There are currently inadequacies of administrative accommodation, and access to the reception class and to classes from the main entrance, which the school plans to address in the near future.

Overall there is very effective leadership and management of the school. The governors make sure that the school gets the best value from its funds and their strategic role in school improvement is very good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Pupils' good behaviour. • The good teaching. • Approachable staff. • The leadership and management. • The personal development of pupils. 	<ul style="list-style-type: none"> • Some parents would like more information about how their child is getting on. • A minority of parents would like the school to work more closely with parents. • A minority of parents feel that the school does not provide the right amount of homework.

Inspectors agree with the positive views of parents. The inspection found the quality and quantity of information provided by the school to be good and the school is creative in its attempts to work closely with parents. The school is very effective in its efforts to inform parents fully about the work of the school and about their child's progress. Homework is considered to be an appropriate amount for primary aged pupils.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 In 2002, National Curriculum test results for 11 year olds show that:
 - Pupils' performance was well above both the national average and the average for similar schools in English, mathematics and science. This reflects good improvement from the last inspection where standards were above average in English but average in mathematics and science. It also represents very good progress for pupils;
 - Taking the average attainment over the last three years, pupils' attainments in English, mathematics and science exceeded the national average. The average attainments over the last three years of the boys were higher than those of boys nationally in English, mathematics and science. However, girls' attainments were below those of girls nationally in English and mathematics, though they exceeded them in science;
 - Pupils with special educational needs achieved well in the national tests. The school was also successful in helping pupils in Year 6 to achieve the higher level (Level 5) in English, mathematics and science.

- 2 Inspection judgements of the current Year 6 show that:
 - Standards of work are above national expectations in English, mathematics and science. Pupils have mastered the basic skills of literacy and numeracy and apply them well to work in other subjects. They read fluently and with understanding and write in a wide range of styles and for different purposes. Pupils solve mathematical and scientific problems using a wide range of skills and they record their work using a variety of methods.
 - There was no significant difference observed between the attainments of girls and boys.

- 3 The National Literacy Strategy and the National Numeracy Strategy are having a strong impact on standards in the juniors. These strategies, together with very good teaching in Years 4, 5 and 6 has brought about the sustained good improvements noted in the inspection. Pupils with special educational needs in the juniors make good progress and achieve well because of well-planned programmes, which plan for progress day-by-day and week-by-week. Higher attainers' needs are also met through a carefully planned support strategy that sets realistic educational targets for them, and these pupils also achieve well.

- 4 The National Curriculum tests and teacher assessments in 2002 for seven year olds show that:
 - Attainment was average in mathematics but below the national average in reading, writing and science. This reflects lower performance of seven year olds since the last inspection, where it was in line with national expectations in writing and mathematics, and above national expectations in reading;

- Compared to similar schools, attainment was well below the average in reading and writing;
 - A higher proportion did not reach the level expected of their age in reading, due to the unusually high percentage of pupils with special educational needs who did the tests;
 - Fewer pupils achieved the higher levels than expected of their age in speaking and listening, writing, mathematics and science;
 - Boys' performance in writing was not as good as the girls;
 - Many pupils achieved the expected level 2 but limited attainment at the higher Level 3 may account for the below national average performance.
- 5 The trend of performance of seven year olds over the last four years has, until the most recent year, shown year-on-year improvements in reading and writing, and taking the last three years together, pupils' performance exceeded the national average in reading, writing and mathematics.
- 6 Inspection judgements of the current Year 2 show that:
- In reading, mathematics and science standards are in line with what is normally seen;
 - Work seen during the inspection shows that pupils in Year 2 achieve better standards in speaking and listening and in reading than last year's test results indicate;
 - Standards in writing are lower than would be expected. Handwriting is inconsistent and pupils do not have enough opportunities to practise and improve their use of sentences and punctuation and to develop writing in different styles and through other subjects.
 - Written tasks are insufficiently challenging for the higher attainers and they do not achieve as well as they should;
 - Pupils generally make satisfactory progress overall, though progress is unsatisfactory in writing.
- 7 The school admits children from a wide area and their attainments on entry into reception can vary from year to year. Children's achievements in the current reception class are broadly in line with what would be expected for children of this age group and they make steady progress. The last inspection report stated that the progress of children in reception was also steady and this situation has been maintained. Most children in the present reception class are on course to reach the expected standards by the end of the Reception Year in personal, social and emotional development, in communication, language and literacy, in knowledge and understanding of the world and in creative development. Most children are also on course to achieve the expected learning goals in mathematical development and in physical development, and a significant number of children may exceed the goals in these areas.
- 8 Pupils' achievements in Years 1 to 6 are at least satisfactory. The high proportion of very good and excellent teaching in Years 4 to 6 results in high levels of achievement for these pupils and their progress is accelerated.

- 9 The school's participation in the National Literacy and Numeracy Strategies has had a positive impact on pupils' abilities to talk about their work and discuss books that they like to read and to work out mathematical problems in their heads. In science, pupils confidently tackle practical tasks and collaborate well. Pupils' standards of speaking and listening are at least in line with national expectations and for some pupils they are above expectations. However, the school's energies have been focused on literacy and numeracy and other subjects that were significant strengths at the last inspection are now only satisfactory, particularly geography and physical education.
- 10 In information and communication technology pupils reach expected standards by the age of seven and above the expected standards by the age of 11. Standards have been maintained since the last inspection. Information and communication technology is used well to support learning in other subjects. Computers are used well as a tool to help pupils who have special educational needs to record their work. The recently developed computer suite is used well by all classes to teach and develop skills. This, together with the improved resources and staff training, has secured the continued improvements in this subject.
- 11 Standards of attainment in religious education meet the expectations of the locally agreed syllabus for seven year olds and exceed expectations by the age of 11. Pupils make good progress through the very effective teaching, which includes teaching by visiting specialists.
- 12 Pupils' progress in the juniors is good overall. However, progress in Year 3 is only satisfactory. Standards at the end of Year 6 are above what is expected in English, mathematics, science, information and communication technology, religious education, art and design and history. In geography, music, design and technology and physical education, standards are average and pupils' progress is satisfactory.
- 13 Pupils in Years 1 and 2 make satisfactory progress overall and achieve standards broadly in line with what is expected in all subjects by the end of Year 2 except art and design, where pupils achieve well, and in writing, where achievement is generally below expectations.
- 14 The school is working effectively to boost the achievements of its borderline pupils in Year 6 who could achieve a higher level by the time of the national tests. The school has set challenging targets for its 11 year old pupils and with the good strategies in place looks likely to reach, if not exceed, these targets.
- 15 Pupils with special educational needs make good progress overall. They make very good progress in the juniors due to the effective support they receive both in lessons and in specialist support groups. In the infants, pupils with special educational needs make satisfactory gains in their learning overall, and in reception, achievement is good for children with special educational needs due to good teaching and support.
- 16 Through a process of looking closely at assessment information from teachers' own assessments and test information, the headteacher, in collaboration with the governing body, set targets to improve pupils' attainment. The school's targets are suitably challenging and the school is generally successful in meeting them. The school does not, as yet, use the

assessment process sufficiently to set targets in order to raise attainment of seven year old pupils. The school shows success in raising attainment by the time pupils reach Year 6 through many successful strategies, which include additional support for identified groups of pupils. The achievements of these pupils are notable and the good progress they make demonstrates that the school's aim in raising standards is being realized by the time pupils leave the school at 11.

Pupils' attitudes, values and personal development

- 17 This continues to be an area of strength since the last inspection. Among the pupils of Mount Hawke primary school are some who travel a fair distance daily to get to it. When one of those pupils was asked for an explanation of this, in an interview with a group of pupils during the inspection, the answer was that as it was a good school it was worth the effort to reach it. The whole group concurred. They like the school and want to be in their classes every day.
- 18 Attendance at the school is satisfactory. It fell in the past year to very marginally below the national level due to the Foot and Mouth outbreak. There is a very good rate of punctuality and the rate of unauthorised absence is negligible. The current rate of authorized absences is 5.6% and is slightly above the rate for primary schools nationally. The school authorizes absence mainly for medical reasons and for family holidays during terms. Parents normally co-operate by explaining the reasons for absence. Registers are marked promptly at both sessions and the comprehensive guidelines for helping teachers to complete registers satisfactorily are normally implemented.
- 19 There is no doubt that pupils' very positive attitude to the school and to school life represents that of most pupils. Pupils are punctual and settle in their classes promptly. They enjoy sharing learning in group-work and they collaborate and co-operate well with each other. They show great enthusiasm for learning. Good attitudes are evident in most children as they start school in reception. The majority of children come to school happily and confidently and they quickly learn the routines of day-to-day school. Less confident children are supported well by more confident children in the class or older pupils in the school.
- 20 Behaviour in the school is also very good. Pupils understand and follow the well-established rules of conduct. Pupils work in an environment that is free from oppressive behaviour. There were no signs of bullying or racist or sexist behaviour in lessons or when the pupils were at play. Occasionally, there is minor incidence of aggressive behaviour but this is positively and effectively managed when it manifests itself. Mutual respect and genuine care for each other was demonstrated when older pupils looked after younger pupils during the lunch break. The quality of behaviour at Mount Hawke is very favourable to learning in the classroom and to excellent relationships at all levels in the school.
- 21 Relationships in the school are excellent. Pupils draw from their teachers an example of what very good relationships with one another should be like. Pupils are effectively stimulated and motivated into taking responsibility for their actions. They are courteous and mutually supportive. They hold doors open, for instance, to allow others to pass through.

They evaluate their own personal development and this shows high self-esteem and a good awareness of what are important attributes for living in a community. During the school council there is active discussion and pupils contribute confidently, giving opinions, making decisions and helping to maintain the very good attitudes and high standards of behaviour in the school, and effective personal relationships.

HOW WELL ARE PUPILS TAUGHT?

- 22 The standard of teaching, which is good overall, has improved since the last inspection. Teaching is good in reception, satisfactory in Years 1 and 2 and very good in the juniors. Whilst teaching was good overall in the last inspection, the number of very good or excellent lessons has now risen. Teaching in approximately one in every four lessons is very good or excellent. In six out of every ten lessons teaching is good or better. A very small percentage of teaching overall (3%, or one lesson) is unsatisfactory. The best teaching is seen in literacy and numeracy lessons and mostly in the juniors. Other very good teaching was observed in mathematics, music, information and communication technology, religious education and in history. Overall, teaching is good in the Foundation Stage and in English, mathematics, science, information and communication technology, history, music, and design and technology. In religious education teaching is very good. There was limited teaching observed in art and design, geography and in physical education. Teaching in English, mathematics and science is generally better in the juniors than it is in the infants.
- 23 There are many good and very good features of teaching which contribute to the good quality overall. There are excellent relationships and very good behaviour management, which result in a productive and industrious learning environment throughout the school. In the very good teaching, there are high expectations of what pupils should achieve in lessons. There are good levels of challenge for higher attainers and good inclusion of pupils who have special educational needs or who may not have been present during previous lessons, which enables them to take part fully in the lesson. All pupils are valued.
- 24 In the best lessons teachers have very good subject knowledge and their enthusiasm for the subject inspires pupils. Great emphasis is placed on helping pupils to acquire the right vocabulary for the different subjects, which helps pupils when they discuss their work and gives them confidence. Very good use is made of question and answer sessions to develop pupils' skills in speaking and listening so that they develop good ideas and understanding that they then apply to their writing or practical work. There were many examples observed of the class being organised into small groups or into pairs to allow for fruitful discussion. Pupils are expected to justify their opinions, which helps them to develop skills of argument. Teachers' demonstration of a task to the class was also very well used. For instance, in a Year 6 English lesson, the teacher talked through the decisions she was making to organise her ideas for her planning of a written report about Victorian life.
- 25 Where teaching is very good, pupils are given clear information about how well they are doing and what they need to do next to improve further. This helps pupils to realise their full potential.

- 26 Overall, the teaching of pupils with special educational needs is good and planning generally identifies challenging activities that are well matched to their needs. Pupils are fully involved in all learning activities, and their self-esteem is high, especially when they are fully included in all activities and their contributions are valued. Pupils who have special educational needs in the juniors are well catered for through very well focused individual education plans, very good specialist teaching and consistently very good class teaching in Years 4, 5 and 6. These pupils make very good progress. In the Foundation Stage, planning and monitoring of the progress of children with special educational needs is effective and they receive effective support from classroom assistants. As a result, they make good progress. In Years 1, 2, and 3 pupils' special educational needs are identified and the special needs coordinator provides good advice to teachers and classroom assistants. Pupils with special educational needs in Years 1, 2 and 3 however, are not always given work at a suitable level within the class and there are occasions when improved deployment of classroom assistants to provide direct support would enable these pupils to make better progress overall.
- 27 The planning for the National Literacy and Numeracy Strategies is consistently good across the school and pupils make generally good progress in most aspects of both English and mathematics. There are opportunities presented in some lessons for pupils to practise and use basic skills of literacy and numeracy, though this is not consistent across the school and literacy skills are reinforced and developed through other subjects more frequently than numeracy skills. Through the use of homework, pupils are encouraged to learn spellings and times-tables and to practise reading in order to do better at school. Teachers also offer challenges to pupils to find out information from home, based on what they have been taught or are going to be taught in school. There were many very good or excellent lessons observed where the use of information and communication technology enhanced the lesson. This was particularly evident in the use of the interactive 'Smartboard', which was a key factor in ensuring all pupils were well focused on the task and were fully involved and motivated in the lesson. The 'Smartboard' also provided a very effective method for the teacher to demonstrate writing techniques or to outline her thinking processes when solving mathematical problems, for instance.
- 28 The good use of praise raises pupils' self-esteem so that they want to do better. Where teaching is most effective, teachers ensure that adults working in their class understand their role and how they can support pupils' learning. The contribution made by classroom assistants and learning support assistants has a significant impact on the quality of teaching, particularly when they have been well briefed by the teacher and have received training in basic skills and in meeting the needs of individual pupils. Voluntary helpers also play a valuable role in providing the extra support for talking with pupils and questioning them about their work. This was seen in a science lesson where Year 1 pupils were very well supported by two parents, a classroom assistant and the teacher, and this level of support ensured that the pupils remained well focused on their investigation through good questioning and enough adults to respond to individual needs. All these features result in pupils' overall very good attitudes to work and good progress.

- 29 Very good quality specialist teaching purchased from the local education authority's music service ensures that all pupils receive their entitlement to the full National Curriculum for music. In addition, direct training of staff forms part of this support so that the class teachers can continue the programme of music lessons more confidently in the classroom. Very good additional expertise is used through involving visitors in extending pupils' knowledge. For instance, very good teaching and learning were observed when a visitor taught a Year 5 class about the Old Testament. Pupils made very good progress in acquiring knowledge about the Bible and life in biblical times, through a very well structured, active and interesting lesson, which was one of a series of well planned lessons that met the learning needs of all pupils.
- 30 The weaker features of teaching are currently inhibiting the good progress of some pupils. For instance, insufficient emphasis is given to developing the basic skills of numeracy and writing, and in providing a wide range of opportunities for pupils to write in different forms, and this is inhibiting good progress in this area. Pupils' work in Years 1, 2, and 3 that was seen during the inspection showed insufficient writing in other subjects other than English, such as religious education, science, geography and history. Tasks set for higher attainers are often not challenging enough in these year groups. There are occasions where the pace of the lesson flags or there is insufficient use of classroom assistants to support individual pupils. Another area that, if improved, could extend pupils' thinking and result in a greater understanding, is through the questioning by the teacher, which currently sometimes encourages only limited responses by pupils. In Years 1, 2, and 3 there is a lack of ongoing assessment that helps teachers to understand what pupils have learned and what they need to do next and this results in some pupils not achieving as well as they might in some subjects.
- 31 The weaknesses of teaching are greatly outnumbered by the significant strengths. The overall good teaching is a strength of the school which leads to the steady rise in the standards of pupils' attainment and in their good progress.

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

- 32 The curriculum provided by the school for pupils aged five to 11 is very good. The overall quality and range of activities for children in the reception class (Foundation Stage) are very good and are planned well based on the six areas of learning. National Curriculum requirements are met fully as are the requirements to provide religious education and collective worship. The curriculum is planned well so that all pupils receive their entitlement and have access to the range of curriculum experiences, with skills, knowledge and understanding taught in a systematic and progressive way. The learning planned for pupils in Mount Hawke Community Primary School ensures that all pupils are fully included whilst meeting their individual needs.
- 33 There continue to be clear guidelines to identify what pupils are to be taught each week, each term and each year. The use of national guidelines for planning in all subject areas has maintained the quality of the curriculum since the last inspection. Supportive guidance from

the local education authority has ensured that additional priorities introduced since the revision of the National Curriculum, such as personal and social education, have been implemented successfully. An appropriate emphasis on the time allocated to the development in English, science and mathematics and the response to the increasing demands of information and communication technology has resulted in less frequent opportunities for the consistent development of skills in subjects such as history, geography, art and design, music, and design and technology. Physical development is given an appropriate proportion of the time available and includes swimming.

- 34 The school provides religious education for all pupils in accordance with the locally agreed syllabus and parents have been informed about their right to withdraw their children. The school complies with statutory requirements by providing a daily act of collective worship. Arrangements for personal and social education are very good and pupils are given good opportunities to share their experiences, views and opinions, and comment on the quality of their own learning. Health education is good. It is linked to learning in science, but also includes sex education and the raising of awareness about the use and misuse of drugs. The benefits of healthy eating and a healthier life style are taught well.
- 35 The national strategies for the teaching of literacy and numeracy have been given due emphasis and have contributed to an improvement in the quality of teaching and learning. Consequently, standards have risen gradually in the infant classes and rapidly as pupils' progress through the upper junior classes so that by the age of 11, standards are high. Pupils in the juniors are given planned opportunities to use writing skills, using a wide range of styles in history and geography, for instance, lists, recipes and menus in food technology; and a range of recording styles in science. Opportunities for infants to use their writing skills in other subjects are, however, limited. The very good level of behaviour that exists has contributed effectively to the quality of pupils' listening skills. Less well-developed are the advanced skills that challenge pupils to carry out research, particularly by using computer technology, to support learning.
- 36 Acquired skills in mathematics are used satisfactorily across the curriculum but there is little evidence that these skills are planned for. Skills are promoted through charts, diagrams and graphs in science; time lines in history help the pupils to develop a greater understanding of how their experiences link together; and scales and co-ordinates are used well in geography to locate position in the development of mapping skills. Information and communication skills are generally used satisfactorily in other subjects to support learning. The collecting of information and the subsequent recording and amending of data before representing in a graphical form is satisfactory. There is need for a more varied range of software to support learning in history and geography.
- 37 The aims of the school give a high priority to providing equal opportunities for all and Mount Hawke is an inclusive school with a good policy that values all abilities and backgrounds. Where pupils have opportunities to develop additional musical skills from visiting teachers, or are given additional literacy or numeracy skills teaching, due attention is given to what experiences pupils are missing in their own classroom. Pupils are only withdrawn from their class activities when the school is convinced that they will benefit. Where possible,

additional opportunities are usually arranged on a rota basis so that pupils are not always withdrawn at the same time. The curriculum for history and geography is planned on a two-year cycle that avoids repetition. Teachers plan together in order to provide learning opportunities, which are matched closely to the needs of all pupils. A good analysis of test results highlights any difference between boys and girls. Strategies to raise standards in the upper junior classes include 'accelerated learning' for higher attaining pupils in literacy and numeracy, together with 'booster' groups to raise standards to the nationally accepted levels. 'Springboard mathematics' raises standards in mathematics for pupils in Year 5, and additional literacy and language skills provide well for lower junior pupils.

- 38 National guidelines are now used for the teaching of all subjects and planning has improved not only for each year and term, but also for each week. Teachers have clear targets for each learning activity, and where appropriate for each group of pupils. This added thoroughness is often strengthened when teachers use the information gained about the quality of learning to amend the planning for the next activity. Teachers' planning takes very good account of pupils with special educational needs, whose individual education plans clearly provide for gains in skills, understanding and knowledge in a range of subjects. In the best lessons observed the work provided for this group was well structured and classroom assistants supported pupils effectively.
- 39 There are very strong community links and opportunities are pursued rigorously to extend and enrich the quality of the curriculum. Pupils are taken out to investigate the locality making well-planned visits to museums and other places linked to their rich cultural heritage. These visits give a sharper focus to learning and motivate pupils who then want to learn. Very good links have been formed with pre-school groups. Volunteers are used to promote effective learning in many subjects, such as history and geography.
- 40 In addition to a very good range of visits for classes and year groups, residential experience is available for all pupils in junior classes. Pupils benefit from a good range of visitors including poets, artists and church representatives. Parents are encouraged to share their skills, and museum workshops are set up to bring history and geography to life. The whole school community actively supports this policy. Governors and parents recognise and actively support activities, which impact significantly on each pupil's academic and personal and social development. The provision for these out-of-school activities, together with other planned experiences during the lunch times or immediately after the school day, is exceptional.
- 41 Provision for out-of-school activities during the period of the inspection was very good and involved pupils from infants as well as junior classes. Sporting clubs that are seasonal, such as cricket, athletics and football, add to and extend the range of curricular experiences. Art, music, dance and computer clubs create opportunities for pupils to acquire new skills and to reinforce those already learned. Adults give generously of their time because they value this vital part of academic, social and personal development. Parents appreciated that these activities add to the quality of pupils' learning.

- 42 The school has impressive links with its local secondary school. Planned visits by parents and pupils, sporting links, sharing of resources, and an exchange of staff that encourages a greater curricular understanding, ensure that pupils are well prepared for their future secondary education.
- 43 Overall, the provision for the aspects of a pupil's personal development, spiritual, moral, social and cultural development is very good. This is an improvement since the last inspections when these aspects were judged to be good.
- 44 The provision for pupils' spiritual development has improved since the last inspection, and is now good. Daily acts of collective worship contribute satisfactorily to pupils' spiritual development and opportunities are created for them to reflect on aspects of their lives such as whether they have the qualities of 'good friends'. However, an important component of collective worship, collective singing, is not included routinely, which would add a great deal to pupils' spiritual development by deepening their personal involvement. Through class lessons there are planned strategies to deal with human experiences such as suffering and death, and pupils have many planned opportunities to reflect on opportunities such as love and caring.
- 45 Provision for pupils' moral development continues to be very good. The commitment to developing consistent strategies to make pupils more responsible for their own behaviour has been effective, with all pupils aware of what is right and wrong and the sanction and rewards available to them. There is a strong emphasis on encouraging the right behaviour within the classroom, which as a consequence is consistently very good, as is the behaviour outside the classroom, particularly in the dining room and playground. Pupils are reminded regularly of the need to show respect, to be well mannered, helpful, caring and polite by all members of the school community.
- 46 Provision for pupils' social development is now excellent. All pupils benefit socially from being valued and fully included in all activities, regardless of age, gender or ability. Pupils are given responsibility to carrying out duties in the classroom or across the school. They are provided with frequent opportunities to undertake investigations, particularly in science and mathematics when they are challenged to explore together. There is a School Council, with two elected representatives from each junior class. This, together with involvement in the school bank and other responsibilities such as giving out and replacing resources, involves pupils in making decisions. This is of particular note in all classes but particularly in Years 4, 5 and 6, where pupils' personal development is extended to review the quality of their own work by developing strategies that give them a greater awareness of the quality of their own learning. Residential experience for pupils in all junior classes has contributed considerably to developing and reinforcing pupils' social and personal skills. The support and commitment which is given to an excellent range of experiences both during, but mainly outside the normal school day, by the whole school community admirably reflects the partnership between pupils, teaching and non-teaching staff, governors, parents and carers.
- 47 Pupils are provided with a wide range of experiences that help them to develop a very good understanding of how to relate to others in society and how to become good citizens. They

have experienced visits by the fire, police and health services and have good links with the elderly in the community. Pupils are encouraged to support charities and they give most generously to children's charities both locally and overseas. Pupils are also given the opportunity to support local initiatives such as the opening of the village green, to develop healthier lifestyles, to consider drug use and misuse, and to consider safety in the home and in the wider community. Through the planned programme of learning they explore legacies of earlier civilisations such as democracy and the roles of children, men and women in Ancient Egypt, and review similarities and differences. Pupils are challenged to work independently as individuals or groups when adults are focused elsewhere, and are given opportunities to make decisions, as for example when negotiating class rules or planning and providing for more exciting equipment for the playground.

- 48 Overall, the provision for pupils' cultural development is good. Every opportunity is sought to provide experiences where pupils can participate in literature, drama, music, art and other cultural events and through this, pupils develop an understanding of the influences that shape their own cultural heritage; provision for this continues to be very effective. However, the provision for cultural development does not provide sufficiently for developing a greater knowledge and understanding by pupils of their position in the richness of a multicultural society which exists outside their normal environment. Opportunities have been missed to explore the interdependence of cultures and the richness of diversity. By the age of 11, studies of village and town life in India and Kenya contribute to a greater understanding of climatic differences and the economy of the area. However, when analysing pupils' previous work and when discussing with pupils in Year 6, their views concentrated more on differences rather than similarities. Pupils commented on modern towns and that people 'did not live in mud huts!'. However opportunities were missed to wonder at the richness of art, music, and human achievement reflected through other cultures. School assemblies enable pupils to understand about celebrating festivals such as Divali, but opportunities to reflect on music from different cultures are missed. Experiences of cultural richness and diversity, however, are mainly applied to studies in religious education when Hinduism is discussed in the infant classes and Judaism and Sikhism in junior classes.
- 49 A good range of visits and visitors has provided pupils of all ages with a good awareness of their own culture. Visits by theatre groups have made pupils more aware of the legacies of civilisations and societies beyond their living memory. As a result, pupils understand how the Romans have affected our road systems and how legacies such as the Olympic Games and Democracy have been handed down by the Ancient Greeks.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 50 The provision by the school for the care, welfare and academic performance of pupils at Mount Hawke varies from satisfactory to very good and is overall good. The school's policy for child protection is both comprehensive and practical. It is generally supervised by the headteacher, and the deputy headteacher is the responsible officer for child protection in

the school. All staff are familiar with the procedures. There is an active child protection register and all cases are supported by the local education authority's officers.

- 51 Care of the pupils begins from their entry into the school each day. They come under the vigilant observation of the school secretary whose careful scrutiny of all visitors continues to the end of the school day. When, for instance, pupils have to be collected during the daily sessions for extra school appointments which must be previously notified, parents or guardians sign in and the children are brought to the entrance for collection. There is provision for First Aid and it includes a special room and suitably trained volunteers. Fire drills are carried out regularly and evacuation times are recorded.
- 52 The monitoring of pupils' academic performance is good and monitoring of personal development is very good. Many good arrangements exist for monitoring and promoting good behaviour and for the management of inappropriate behaviour. The result is the high quality of behaviour in the school and of excellent personal relationships. The school is mindful of the need to maintain consistent monitoring of attendance in order to raise it above the national level again. A classroom assistant regularly checks the registers and the education welfare officer supports the school in its efforts to up-grade attendance.
- 53 The principle of equal opportunity is upheld in the school. The overall learning of pupils with special educational needs and their progress compare favourably with those of other children. Gifted and talented pupils are identified and receive additional support from the specialist teacher. There is currently a disparity, however, in the effectiveness of the teaching of higher attaining pupils when they are in their classes and as a result, some higher attaining pupils in Years 1, 2 and 3 do not make the progress that they should.
- 54 Overall assessment procedures are satisfactory but show an inconsistency in the impact which assessment makes to promote improvement in learning. Assessment strategies are more secure for English, mathematics and science with statutory requirements being met fully in both teacher assessment and statutory testing at the ages of seven and 11. Procedures for assessing the needs of the proportion of pupils with special educational needs are good and individual educational plans detail ways in which pupils may make good progress. Procedures for monitoring academic progress have improved since the last inspection particularly for subjects other than English, mathematics and science, where teachers review gains made in skills, knowledge and understanding at the end of each year. Often gains are evaluated more regularly, with information that explains which groups of pupils have achieved the objectives, still need consolidation, or have exceeded the objectives for each unit of work. This information is reported well to parents, as is progress in personal and social skills.
- 55 There is, however, an inconsistency in teacher assessments of Year 2 pupils' learning compared to national test results. There are also inconsistencies in the use of the good information gained in all classes. At its best, an analysis of national and school based testing is used to check progress against national averages together with details of progress expected by the ages of seven and 11. In mathematics for example, this information is used to set challenging targets for classes, groups and individuals. Where, as in Years 4, 5 and 6,

this is accompanied by planned strategies as to how to achieve this good progress, then the best progress is evident.

- 56 Marking is beginning to contribute effectively to the quality of ongoing assessment. All teachers use marking to inform pupils of what they have achieved and some use marking to explain how pupils may improve. This strategy is exemplary in Years 4, 5, and 6, where techniques have been perfected to make the system more manageable and to involve pupils in reviewing their own progress. In Year 4, pupils are comfortable when sharing their own opinions as to how they feel their learning has improved, and in Year 5, pupils have negotiated what they believe to be the qualities of good learning before using this information to evaluate their own attainment progress. Mount Hawke is very well placed to remedy any inconsistencies in the quality and use of marking.
- 57 On the whole, inspection evidence shows that the school takes good care of its pupils through the positive learning climate it provides for good academic performance and progress and the way in which it caters for the protection and welfare of all pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 58 The partnership is real, active and effective and contributes positively to the education of the children. Parents' views of the school are very positive and the school has very good and effective lines of communication with parents. The school prospectus, information booklets, newsletters and pupils' reports provide very good information for parents. The Governors' Annual Report to Parents is of a good quality and it meets statutory requirements. There are frequent opportunities for parents to be directly involved in their child's education or to attend meetings that explain what the children are learning about at school. The parents, on their part:
- inculcate in their children the right attitude to school and help them to value their education. They co-operate with the school by explaining the reasons for absence and bringing their children to school on time;
 - operate a parent-teachers' group which makes valuable financial support to the school and, in doing so, helps to strengthen its links with the local community;
 - regularly help in school and give good support to in-school activities, which are open to them. A monthly whole-school assembly for celebrating pupils' achievements, to which parents are normally invited, was held during the inspection. There was maximum support by parents;
 - attend special fund-raising events arranged by the school. These attract very good co-operation by parents. Many of the out-door activities of the school, such as educational visits must rely on parental participation;
 - attend 'Parent power' meetings aimed at raising the awareness of parents about the importance of their role in their children's education.

- 59 There is currently an under-use by parents of their child's homework diaries and reading record books, which enable parents to communicate to teachers about how well their children have approached homework tasks and what their children have read at home. However, there has been a positive response by parents to Home-School agreements, with most parents having signed them.
- 60 Parents have a very positive view of the school. They know the school has a good reputation in the area and they do their part to enhance it. The partnership with parents and parents' views of the school continue to be strong features, as they were in the last inspection.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 61 The headteacher provides very good and strong leadership. This is coupled with a very clear sense of educational direction and very good management of the school. He is ably supported by an enthusiastic and effective deputy headteacher and a skilful special educational needs co-ordinator to provide coherent and collective leadership to the school. The school has well defined aims and values that it fulfils successfully. Since the last inspection the management team has moved the school forward and it has made good improvements in many areas. Leadership and management remain a strength of the school. Very good relationships are fostered throughout the school and this results in a good climate for pupils' learning. Over the past three years, standards have risen at the age of 11 and inspection findings show junior pupils making good progress and attaining standards above what is expected of them.
- 62 The headteacher delegates management responsibilities effectively, and the deputy headteacher and the special educational needs co-ordinator have clearly defined responsibilities. These key members of staff take a full and active part in supporting the school's priorities for improvement. Together they have a good understanding of the school's strengths and shortcomings and have been instrumental in producing a well conceived school improvement plan that gives a firm focus to the work of all staff. As part of the school's rolling programme of self-evaluation, it has a planned programme of monitoring of teaching in place. This is undertaken by the headteacher, deputy headteacher and core subject co-ordinators. This programme is linked to the priorities in the school improvement plan as well as to individual targets set for the performance management of teachers.
- 63 The role of the co-ordinators for the Foundation Stage and Years 1 and 2 is less clearly defined and is therefore under-developed. They do not currently have an active role in supporting the monitoring and evaluation of the work of the school and as a result they do not have a firm grasp on the school's strengths and weaknesses and how they can support improvements.

- 64 Subject co-ordinators undertake their duties and responsibilities effectively. They ensure that the curriculum for each subject meets all requirements, that appropriate resources are available and finance is spent wisely. Subject co-ordinators vary in the opportunities that they have to monitor and evaluate the quality of education and standards in lessons outside their own classroom. For some as in English, mathematics and science, there have been good opportunities for such monitoring and evaluation and the process is rigorous and contributes well to improvement. Feedback to and discussion with staff of a writing analysis was used to good effect to identify the need to increase the impact of the application of phonics to the writing of pupils in the infant department. In other subjects such as geography, physical education, art and design and music, the process is at an early stage of development and the assessment of success is based on checking planning and informal discussions. The management of work in the Foundation Stage is satisfactory. Overall subject leaders have good knowledge and understanding of their subject's performance but this requires greater consistency.
- 65 The school's special educational needs co-ordinator maintains a register of pupils with special educational needs efficiently and in line with the new Code of practice for pupils with special educational needs. The co-ordinator plays an effective part in raising the awareness of all staff. Learning support is well managed and the effectiveness of their support is evaluated. Resources for special educational needs are efficiently managed and outside agencies are used effectively. The special educational needs co-ordinator does not have a class and her time is used to the benefit of individual pupils with identified specific needs.
- 66 The governing body carries out its role very effectively. It is very active and well informed and carries out its statutory duties well, including reporting on special educational needs through the governors' annual report for parents. Governors have a very good understanding of the school's strengths and areas that require improvement. They have adapted well to recent changes in governors' roles and have monitored the implementation of the national strategies for literacy and numeracy very effectively. The literacy governor was observed working in an infant class with a focus on supporting pupils' development in reading. There is a good committee structure, which enables the governing body to work efficiently. Governors are well informed by senior managers and subject co-ordinators and seek to set challenging priorities for the future development of the school. They are fully involved in producing the school improvement plan which identifies clear priorities for future developments and they have established a secure process for linking the plan with setting the school's budget and a coherent plan for the continuing professional development of all staff.
- 67 The school has used a programme of classroom monitoring by senior managers since the last inspection to sustain the overall quality of teaching and increase the proportion of very good or excellent teaching. The school is in the process of implementing a programme of monitoring by subject co-ordinators that is beginning to improve further the quality of pupils' classroom experiences and the progress they make.
- 68 Focused observation with identified areas for development linked to clear action points has had a positive impact on improving the quality of teaching in English, mathematics and science. However, as yet this has not impacted on teaching in the other subjects.

- 69 The headteacher and senior colleagues have analysed the recent national assessment information in depth to evaluate the overall effectiveness of the school. They also compare the school's effectiveness with similar schools. More recently, subject co-ordinators have analysed pupils' national assessments in English, mathematics and science to identify any specific weaknesses in pupils' attainments across the whole range of the National Curriculum for these subjects. This has identified areas for teachers to further develop their teaching practices. For example, the literacy analysis revealed a shortfall in the number of seven year old pupils achieving above the nationally expected level in their writing. This has resulted in the creation of an action plan linked to challenging targets to address this issue. The school had rightly identified the difference between the boys' and girls' tests performance in writing at the age of seven as an area for investigation. Whilst the school analyses most data well it could use this information more effectively to target improvements for higher attaining pupils and pupils with special educational needs in the infants and early junior years.
- 70 The school has well established procedures for the induction of new staff. All new and inexperienced staff are receiving active support from experienced colleagues in the school and have had an opportunity to visit other schools to observe good teaching practice. The governors have established clear procedures for the performance management of staff and have set clear and challenging targets for the headteacher to achieve.
- 71 There are effective and efficient systems of financial control despite inadequacies of cramped administrative accommodation. The good use of the computer systems ensures that governors receive regular budgetary information in order to monitor spending and ensure that agreed priorities are met. The school budget is tight but well managed. The headteacher and governors have a clear rationale to manage the potential reduction in Infant Class Size funding.
- 72 The governors are applying the principles of best value and are clear about the very positive return they are getting for the school's use of the 'Trailblazer' grant in terms of its significant impact on improving the self-esteem and self-confidence of targeted pupils. All spending is carefully considered and targeted through the school improvement plan, which is produced through consultation with the teachers. As a result of the above average standards at the age of 11, good quality teaching and the effective use of resources, the school provides good value for money.
- 73 Despite recent staffing changes there are sufficient well-qualified and experienced teachers and support staff. A number of new staff arrivals have had a significant impact on improving the quality of teaching profile in the upper juniors. The school is making particularly good use of additional funding to raise the standards of achievement for pupils with special educational needs.
- 74 The school building provides a satisfactory range of accommodation and there are detailed and costed plans to extend and improve the administrative accommodation, access to the main parts of the school from the front entrance and access to the reception classroom.

Building plans will give access for pupils who may have a disability. There are sufficient classrooms and there is a large dining hall, which is also used for indoor physical education. The school provides a clean and welcoming environment in which all pupils learn and play. The school is further enhanced by a wide range of well presented displays of pupils' work, which celebrate their achievements. There are safe outdoor play areas and the addition of a large, well marked playground and adventure trail have considerably enhanced the outdoor educational provision.

- 75 There are adequate resources to support pupils' learning in all subjects of the curriculum. The library has a reasonable stock of books and is enhanced by books borrowed from the local education authority library service. Pupils are well catered for in information and communication technology by a well-equipped computer suite and computers in each classroom. This provision is further enhanced by the use of equipment relating to control technology from the local high school. This support has a positive impact on the standards older pupils are attaining.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

76 The school governors, together with the headteacher and staff, should take the following actions to improve further the quality of education:

- 1a) Raise the standards of writing for pupils aged five to eight by:
- providing more opportunities in literacy lessons for pupils to write freely;
 - increasing the frequency of direct teaching of writing in literacy lessons;
 - ensuring that there are regular opportunities to improve handwriting;
 - using other subjects to develop pupils' writing skills.

(paragraphs 6, 13, 35, 69, 103, 108, 139, 186)

- 2b) Raise the standards of higher attaining pupils aged five to eight by:
- raising expectations of what pupils might achieve;
 - planning work that is appropriately challenging.

(paragraphs 4, 6, 35, 53, 69, 102, 104, 119, 130, 164)

- 3c) Raise the standard of the satisfactory teaching by:
- providing a programme of well-structured coaching, mentoring and support;
 - sharing the exemplary practice that is already present in the school;
 - ensuring effective and regular feedback to teachers on the quality of their teaching.

(paragraphs 23, 24, 27, 28, 30, 68, 109, 110, 151)

- 4d) Make more effective and consistent use of assessment systems to ensure all pupils, particularly pupils aged five to eight, are sufficiently challenged and achieve high enough standards by:
- sharing exemplary practice;
 - using assessment information better to improve teachers' planning for all pupils;
 - improving the way pupils' progress is tracked;
 - using tracking information to improve the setting of individual pupil targets.

(paragraphs 16, 25, 54, 56, 113, 126, 128, 138, 141, 159)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	39
Number of discussions with staff, governors, other adults and pupils	47

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	11	10	13	1	0	0
Percentage	10%	28%	26%	33%	3%	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	191
Number of full-time pupils known to be eligible for free school meals	0	12

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	0	38

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	8
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	5.6%
National comparative data	5.4%

Unauthorised absence

	%
School data	0.4%
National comparative data	0.5%

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	17	14	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	13	13
	Girls	10	14	13
	Total	22	27	26
Percentage of pupils at NC level 2 or above	School	71 (87)	87 (96)	84 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	13	14
	Girls	13	13	14
	Total	26	26	28
Percentage of pupils at NC level 2 or above	School	84 (91)	84 (96)	90 (87)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	14	10	24

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	13	14
	Girls	9	9	10
	Total	21	22	24
Percentage of pupils at NC level 4 or above	School	88 (83)	92 (65)	100 (83)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	13	14
	Girls	9	8	9
	Total	21	21	23
Percentage of pupils at NC level 4 or above	School	88 (65)	88 (65)	96 (87)
	National	73 (72)	74 (74)	86 (87)

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	166	3	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes

Financial information

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9.2
Number of pupils per qualified teacher	21.7
Average class size	28.6

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	119

FTE means full-time equivalent.

Financial year	2001/2002
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	£
Total income	379633
Total expenditure	396473
Expenditure per pupil	2075
Balance brought forward from previous year	28075

Balance carried forward to next year	11235
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Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.9
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	198
Number of questionnaires returned	46

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	72.0	26.0	2.0	0	0
My child is making good progress in school.	57.0	41.0	2.0	0	0
Behaviour in the school is good.	52.0	41.0	2.0	0	4.0
My child gets the right amount of work to do at home.	29.0	60.0	9.0	2.0	0
The teaching is good.	47.0	51.0	2.0	0	0
I am kept well informed about how my child is getting on.	41.0	43.0	15.0	0	0
I would feel comfortable about approaching the school with questions or a problem.	65.0	33.0	0	2.0	0
The school expects my child to work hard and achieve his or her best.	61.0	33.0	2.0	2.0	2.0
The school works closely with parents.	42.0	44.0	11.0	0	2.0
The school is well led and managed.	56.0	40.0	0	2.0	2.0
The school is helping my child become mature and responsible.	53.0	44.0	0	0	2.0
The school provides an interesting range of activities outside lessons.	48.0	43.0	4.0	2.0	2.0

77 Inspectors agree with the positive views of parents. The inspection found the quality and quantity of information provided by the school to be good and the school is creative in its attempts to work closely with parents. The school is very effective in its efforts to inform parents fully about the work of the school and about their child's progress. Homework is considered to be an appropriate amount for primary aged children.

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

- 78 Children start school with attainments broadly in line with what is expected for children of this age and they make sound progress. The majority of children are on course to achieve the standards that are expected for those entering Year 1 (Early Learning Goals) in all areas of learning, and in mathematical development and physical development, some children are on course to exceed the expected goals. Children with special educational needs make good progress as do the higher achieving children and this is because of the good support they receive.
- 79 The reception class has 25 children of which six are full-time and the rest part-time. Only four of the children are five years old. The pattern of attendance for the part-time children varies according to parental preference. Children have the opportunity to attend part-time for one or two terms in the school year in which they are five. Once the children start school, parents have the opportunity to meet staff every term. Parents actively help pupils with their individual learning targets identified in the reception class.
- 80 Very good arrangements are made to ensure the children have a good start to school. There are close links with the pre-school settings. Very good information is shared between these settings and the school to ensure the school has very good information to help the children when they transfer into the reception class. Parents are able to accompany their children on visits to school known as 'Learning Together'. This, together with home visits by reception staff, builds a strong partnership with parents.
- 81 Teaching and learning overall in the Foundation Stage are good. Children make steady progress during their time in the reception class. Staff provide a good range of learning opportunities that are enhanced by visits out of the school. There is emphasis placed on helping children to learn the basic skills of reading and developing their speaking and listening. Support staff contribute to the overall assessment of children and help to identify the next stages of learning for them.
- 82 The co-ordinator for the Foundation Stage works closely with Year 1 staff to ensure that the children move confidently into the next class. Children are encouraged to take familiar items such as their name cards into the next class and teachers' planning and records of children's progress are shared. The Foundation Stage co-ordinator has worked with the co-ordinator for special educational needs to ensure that parents are given consistent messages about the individual needs of these young children. Their needs are well met and they make good progress as do the high achieving group within the reception class.
- 83 The accommodation for the reception class is good. However, internal access to the classroom is through another classroom, which is far from ideal. The room is attractively displayed with children's work and teaching materials. There is also good planning for the

use of the outdoor area. The classroom is divided into areas for role-play, creative activities, reading, story and literacy activities and mathematical activities. Resources are satisfactory for all areas of learning and this is an area that has improved since the last inspection, where some resource needs were identified.

- 84 Adults who work in the reception class are well briefed and are in the main clear about their roles. Relationships are very good and children respond well to the positive atmosphere. There are, however, one or two occasions when children are not appropriately engaged in activities and adults fail to redirect them in order to move learning on. This was observed in the role-play area and when children drifted and did not make a choice of activity. All staff need to be clear as to who is responsible for supporting these children.

Personal, social, emotional development

- 85 Teaching and learning in this area are good. Children make sound progress and most will achieve the expected level by the end of the Reception Year. Good support is given to encourage talk, exploration and to encourage independence. The teacher was observed giving good support as she played in the role-play area alongside children who were preparing a birthday party, and this had a positive impact on social skills. Children are well settled and most routines are established. The majority of children are confident enough to make choices. They are also confident in the information and communication technology suite and the library. One or two less confident children needed encouragement and experiences to develop their concentration.
- 86 Children are, in the main, sensitive to each other and pupils with special educational needs are well integrated and work confidently with appropriate support and they make good progress. Higher attaining children are given opportunities to take responsibility for their own learning and to use their initiative. The good introduction to school and close liaison with the pre-school settings ensures the children settle quickly into the routines of school. Children are able to put on their coats, and aprons for painting and where necessary they support each other. When involved in a game or printing activity most children show good concentration and involvement. They clear away well with appropriate adult support.

Communication, language and literacy

- 87 Teaching in this area is satisfactory, as is the learning. Adults ask searching questions to develop speaking skills. Children make steady progress in developing skills of communication, acquiring a range of new language to help them to talk and think about their work, and to begin to learn letter sounds and shapes for early reading and writing. Most children are likely to reach the required outcomes at the end of their time in the reception class. Children listen with enjoyment to stories and join in songs and rhymes enthusiastically. They are able to play in the role-play area and pretend they are at a party. They recognise a number of letters and sounds connected to their names. Every opportunity is taken by the teacher to reinforce this basic skill. Some are beginning to write well-formed letters.

- 88 Many children show enthusiasm for books and reading. The more able children comment on what they find amusing in their reading, such as the child who laughed at the dog in a story and explained that it was funny because the dog was covered in mud. The session in the library is an opportunity for children to choose a book and for some children with special educational needs good adult support and discussion about the book helps their learning. Two more able children were able to ‘read’ a book using pictures to provide the structure and reading a few known words so that the story made sense.
- 89 The classroom has displays that show children’s early writing and this gives value to this early stage of development. Children write their names on paintings and have all signed an invitation to a wedding on the display on celebrations.

Mathematical development

- 90 Teaching and learning in this area are good. Children have good attitudes to mathematics and attainment in this area is good; some children may exceed the expected level by the end of reception. Every opportunity is taken to develop mathematical understanding such as in creative work when the children were encouraged to identify the numbers and patterns on wrapping paper. Rhymes and songs reinforce the learning and children show real excitement and pleasure in this activity. All children, including children with special educational needs, can count to five and some to ten and beyond. Most recognise numbers to at least five and many recognise others. The more able children were observed adding up by adding on one more to numbers up to ten. Most children can name a circle, square and triangle. They have good experiences in sorting activities such as children by hair or eye colours and these are recorded on the computer in a simple block graph.
- 91 The range of experiences is good, including the use of the outside environment where large individual number squares are used for jumping activities. There are lots of practical activities provided for children, such as computer programs, which enhance the learning. Mathematical games using dice were seen motivating and exciting children and giving them the opportunity to match numbers. The children were enjoying themselves so much that they were reluctant to clear away for lunch and wanted ‘one more go’.

Knowledge and understanding of the world

- 92 Children have very rich experiences in this area. Teaching and learning are good and children are likely to reach the required standard at the end of the Reception Year. Visits enhance the learning about the world in which they live and are a very good feature of this area of learning. Photographs were displayed of children in the supermarket talking to shop staff. There was also evidence of other visits, such as the beach and fire station. Children gain a sense of time through discussions about families and birthdays. They enjoy looking at artefacts that have been brought from home, which are linked to the theme of ‘Christenings’. They are beginning to be aware that some people have different beliefs and cultures and have been involved in moving to music whilst pretending to dress in traditional Indian dress.

- 93 Children learn about materials around them and make simple models and join materials using tape and glue. They experience using computers in the suite and in the classroom and demonstrate they can use a mouse to move around the screen and also use some simple familiar programs. They are keen to talk about the photographs on the display of 'Celebrations'.
- 94 Most use their senses to explore and investigate wrapped objects saying 'I can hear it. There are sweets inside'. Teacher's planning and portfolios of children's work indicate that they have scientific experiences such as using torches and flying kites. They use the school grounds to observe and care for birds.

Physical development

- 95 There is a good range of outdoor activities, including opportunities to play in the adventure playground. Teaching in this area is satisfactory, as is learning. Children attain well and have good attitudes to all physical activities. Physical activities in the school hall give them the opportunity to move with control and co-ordination by jumping, crawling and walking around hoops. They are developing a sense of space awareness and move around the hall with due regard for each other, so that they do not collide. Children with special educational needs play a full part in physical activities and are well supported by additional adults where necessary to enable them to make good progress.
- 96 The children have been learning about how to be healthy and are encouraged to recognise food that is healthy for their teeth. The children are able to handle small toys and jigsaw puzzle pieces with dexterity. Pencil and scissor control are in the main good; most children will reach the expected level by the end of the Reception Year, and some children may exceed it.

Creative development

- 97 Teaching and learning are both satisfactory and children are on track to achieve the expected goals by the end of the Reception Year. Children create a variety of pictures and drawings. There were good drawings of mini-beasts on the white board. The more able children can mix colours and one child who wanted purple was able to mix red and blue. Almost all the children can recognise a range of colours and the more able recognised pink as a tone of red. They can make simple models.
- 98 They enjoy joining in songs and playing simple instruments loudly and softly. Most are able to clap the rhythm of their name.
- 99 The role-play area engages them in imaginative play currently based on a birthday party. Almost all the children enjoy this area and act out roles of 'party-guest', 'birthday girl' or 'birthday boy' with great enjoyment and with good use of their imaginations.

- 100 Children are given the opportunity to talk about their work and are well supported to do this. Although children are taught how to use different materials and equipment for making pictures and models there are fewer opportunities for them to be creative.
- 101 Overall there is a wide range of stimulating activities in reception and satisfactory resources. Sound progress has been made overall since the last inspection, where there were deficiencies noted in some resources, such as large play equipment. This has been addressed.

ENGLISH

- 102 Standards in the 2002 national tests and teacher assessments for Year 6 were well above the national average and the average for similar schools and pupils made very good progress. However, there is a difference in the average attainments over the last three years between boys and girls, with girls doing less well when compared to girls nationally. Boys' attainment exceeded the average of boys nationally. These differences reflect the variable attainments from year to year and the particular special educational needs of each year group. National tests and tasks for seven year olds in 2002 showed below average attainments in reading and writing and a low percentage of pupils achieving the higher level (Level 3) in speaking and listening. Whilst there was a significant percentage of pupils with special educational needs which has affected the overall results, there was underachievement by a minority of more able pupils, particularly in writing and speaking and listening.
- 103 Evidence gathered during the inspection shows that by the age of 11 pupils' standard of attainment in English is above the national average, whilst at the age of seven in reading and speaking and listening it is broadly in line with national expectations but below in writing. Pupils make satisfactory progress in the infant department with reading and with speaking and listening but unsatisfactory progress with their writing.
- 104 Pupils make very good progress in the junior department, with particularly strong progress in Years 4, 5 and 6. Overall, pupils make good progress as they move through the school. Infant pupils with special educational needs make satisfactory progress but junior aged pupils with special educational needs make very good progress as a result of well designed, targeted teaching programmes. The school provides very well for its highest attainers in the junior department but less well for more able infant pupils.
- 105 There has been a steady improvement in standards since the last inspection.
- 106 In speaking and listening, standards for infant pupils are at least in line with those found nationally and well above for older junior aged pupils, who make very good progress. Younger pupils make at least satisfactory progress with their speaking and listening skills. Both sets of pupils respond well in class and when working with others; they pay careful attention to instructions and advice, and their listening skills are developing well. Younger pupils were observed confidently taking part in paired discussions on letter sounds in a Year 2 lesson. One pupil offered good support for a pupil with speech difficulties in order to help the individual's participation in a small group dialogue. Pupils use talk to develop their

thinking and ideas when carrying out practical ideas in other subjects. Older junior aged pupils talk confidently to adults and explain and justify their ideas. A good proportion of pupils express themselves clearly and have a reasonable range of vocabulary. Higher attaining pupils in Year 6 are articulate and readily engage in conversations about their work or reading preferences. Pupils in a Year 5 English lesson on the theme of ‘Victorian Schools’ were able to develop and sustain ideas using lively and thoughtful vocabulary choices. Year 6 pupils confidently engaged in active debate during a religious education lesson on ‘famous Christians’.

- 107 Standards in reading are in line with the national average at the end of Year 2. By the end of Year 6 they are above the average. This is as a result of very purposeful teaching in Years 4, 5 and 6 which provides opportunities for pupils of all abilities to apply and refine their reading skills. Most pupils enjoy their reading, although a small minority lack enthusiasm. Higher attaining readers read with fluency and deduction. They are confident, reading with meaning and understanding. They are able to discuss their reading habits and favourite authors articulately. Many average readers also read fluently, although some lack the expression of better readers. Lower attainers lack fluency and expression. More able readers in Year 2 responded to humour in the text and were happy to share opinions about the book and compare it to other books. Pupils of average and above average ability were happy to talk about the story or discuss the contents of an information book. Most pupils in Year 6 know how to access information using a reference book. Pupils are encouraged to use a dictionary from an early age and some older pupils were able to use a thesaurus effectively. Most pupils read at home on a regular basis using the home-school reading diary consistently. There is, however an under use of evaluative and diagnostic comments in most of these diaries.
- 108 Standards in writing for pupils in Years 1, 2 and 3 are below expected levels. This is mainly as a result of infrequent writing opportunities, which also lack variety, and these pupils make unsatisfactory progress. This is in direct contrast to Years 4, 5, and 6 where there is a well-planned and implemented English curriculum, which pays good attention to a wide variety of writing styles. Pupils make very good progress in these year groups and consequently by the end of Year 6 standards in writing are above the national expectations. The writing of the older pupils is characterised by handwriting in ink which is usually clear and fluent, effective use of complex sentences and imaginative vocabulary choices in interesting written work for a variety of purposes. A particular effective example of this was seen in a Year 6 lesson where pupils were required to organise and order notes for a report on Victorian schools, based on an earlier draft. Pupils of all ability levels made very good progress in this lesson. Pupils with special educational need were well supported by a teaching assistant and consequently made very good progress. The accelerated literacy programme is having a very positive impact on boosting the achievement levels of more able junior pupils. The ‘Parent Power’ initiative has raised parents’ awareness in relation to dyslexia and its impact on writing skills. In Year 1 however, there is an over emphasis on worksheets and associated activities such as cutting and sticking. The links between the teaching of phonics and writing are underdeveloped. Work for more able pupils throughout Years 1 and 2 is insufficiently challenging and this is directly related to the fall in the number of pupils failing to achieve higher levels in the national tests for seven year olds. Pupils in Year 2 can use a

basic sentence structure with some evidence of consistent and effective use of simple vocabulary. Handwriting is usually legible but often inconsistent. There is some evidence of improvement in writing standards in Year 3, with some pupils capable of achieving higher levels. Inspectors identified no significant difference between the performance of boys and girls in this or other year groups.

- 109 Overall the quality of teaching is good. It is satisfactory for infant pupils and younger junior aged pupils and very good for older junior pupils. Of the nine lessons observed, five were judged to be very good or better. There is very good balance between direct teaching, group and individual work, and sessions, when pupils of all ages are brought together to evaluate their own work and discuss the learning that has taken place. Teaching sessions in English are well planned in accordance with the National Literacy Strategy and with clear reference to the National Curriculum programme of study. Medium term planning is built around blocked units or work with associated targets for each year group. The planning for speaking and listening is of good quality and is incorporated into planning for all areas of the curriculum. Teachers are quick to identify and exploit opportunities for pupils to refine and improve their speaking and listening skills as they arise. The preparation and organisation of resources for teaching is good.
- 110 All teachers have secure subject knowledge. Where teaching is at its best, teachers have high expectations of what pupils can achieve, there is good match of work to ability and consistently high levels of pupil productivity in all sections of the lessons, particularly group and independent work. Assessment is used to good effect to inform future planning and build upon what pupils know and can do. As a result, pupils in these lessons make very good progress. Weaker teaching takes less account of the needs of all pupils and is characterised by low teacher expectation and variable levels of productivity in group and independent work, resulting in lower levels of progress. Most teachers extend the use of literacy skills well in other subjects. For example, in a Year 4 history lesson on the Tudors, teaching was effectively used by the class teacher to reinforce and develop pupils' knowledge of imperative verbs.
- 111 The pupils' response to learning is usually good or better in junior classes and satisfactory or better in infant classes. Pupils of all ages willing and keen to learn and many do so with enthusiasm. They take full advantage of opportunities presented to them to work co-operatively or show their initiative. This was well demonstrated in the Year 5 'trailblazer' lesson on outdoor pursuits and the Year 2 lesson relating the poem 'It's school today'. Whilst younger pupils in Year 1 responded enthusiastically in a phonics session to correct 'Mr. Elephant's mistakes'.
- 112 The recently appointed co-ordinator's passion and enthusiasm for the subject has already had a positive impact on the range of provision and quality of teaching across the school. The co-ordinator provides a strong lead and, through her own teaching and monitoring, a desire to further improve the provision for and quality of teaching in literacy across the school. She has a firm grasp of the strengths and weaknesses of the subject across the school. English resources, including the library, which has a range of books reflecting a variety of different cultures and genres, are of satisfactory quality. There was evidence of

some teachers using inter-active 'Smartboards' well to demonstrate to pupils how they could draft and edit their work in Years 4 and 6 but limited evidence of information and communication technology being used to support the acquisition of basic skills by less able infant pupils.

- 113 The school has set itself a highly aspirational target to improve the number of seven year old pupils achieving higher levels in writing in 2003. Whilst the school has set a target of only 81% of 11 year olds in 2003 attaining the expected level or above, with one in three pupils targeted to achieve the higher level, this represents a challenging but realistic target for this group of pupils. Marking is of variable quality across the school with some staff making effective use of the marking ladder to involve pupils in self evaluation of their work. There are some teachers using developmental comments to provide clear guidance for pupils about what they need to do next to improve their work but this is not consistently the case across the school. The assessment information collected about pupils' progress could be used more consistently and effectively to ensure that pupils work at levels that meet their learning needs, particularly in the infants and early juniors. The school now needs to make consistent and effective use of assessment data to track the progress of individual pupils towards agreed short-term targets.

MATHEMATICS

- 114 When compared with all schools in the 2002 national tests, standards in mathematics were well above average for pupils in Year 6 and average for pupils in Year 2. There is a good overall trend of improvement since the implementation of the National Numeracy Strategy by the ages of seven and 11. Taking the average performance of seven year olds over the last three years, boys' performance fell below the national average for boys and the girls' performance exceeded the national average for girls. This situation was reversed for the performance of 11 year olds, with girls falling behind the girls' national average and boys exceeding it. These results reflect the variable nature of the year groups in the school and the impact that one significant year has on the averages.
- 115 Standards of work seen remain more typical of those expected nationally for pupils by the end of Year 2 and well above those expected for pupils by the end of Year 6. Work in pupils' books does not totally reflect the higher standards evident in lessons due to the fact that not all work is recorded. During the inspection there were no obvious differences between the achievements of boys and those of the girls.
- 116 Standards by the age of seven are gradually improving. Lower standards overall in Year 3, where there is a higher proportions of lower achieving pupils, have been recognised by the school. Higher attaining pupils are now being challenged to improve and there is evidence of a slight improvement. The subject leader has recognised the challenge to increase the number of pupils performing at the higher Level 3 by the end of Year 2 and to increase the proportion of pupils performing at the higher Level 5 in Year 6. There was evidence in lessons that both these goals are being achieved, particularly by the age of 11.

- 117 Since the introduction of the National Numeracy Strategy, progress has improved significantly. Professional development aimed to improve a heightened awareness for teaching and non-teaching support staff has been given a high profile in recent school improvement plans. This has resulted in improved subject knowledge and the use of an increased range of teaching strategies. Teachers know their pupils well and detailed planning now challenges the different ability groups, especially those achieving at the higher level from Year 4 upwards. However, the use of numeracy in other subjects is not yet consistently evident.
- 118 By the end of Year 2, pupils of average ability use numbers to 100, understand place value to tens and units and recognise patterns relating to the two, five and ten times tables. Most pupils in Year 2 identify common two and three-dimensional shapes and have good mental skills. They solve money problems using sound strategies such as counting on from the largest coin and using the opposite operation to check that the answer is correct, for example if $7 + 10 = 17$ then $17 - 10 = ?$ They recognise odd and even numbers, and use doubles and near doubles to solve addition problems. Pupils use standard units to record time in hours, half and quarters and measure accurately in centimetres. They interpret information shown in simple pictograms and bar charts. In the Year 2 class all pupils demonstrated a very good awareness of capacity; were acceptably accurate when estimating and then measuring, and read scales on a variety of measuring vessels. Pupils working in pairs on the computer interpreted scales in ten to record measurements such as five and 45.
- 119 Lower attaining pupils practise simple addition and subtraction with numbers up to 20; sequence larger numbers to 100; recognise reflective symmetry; and measure accurately in centimetres. Pupils with special educational needs are given very good support and they make good progress in mathematics. They use number confidently to 10; name common two-dimensional shapes and three-dimensional objects; and use information recorded by tallying to represent likes and dislikes such as favourite fruits. Higher attaining pupils in the infants do not always have their needs fully met, however, and are not being sufficiently challenged.
- 120 By the end of Year 6, pupils show a very good understanding of place value to more than 1000 and use fractions and percentages confidently. Pupils multiply and divide decimals to two places, and know how to use and interpret co-ordinates. They multiply three digit figures by two digit figures, classify two-dimensional shapes and three-dimensional objects, measure perimeters and calculate areas of shapes by using formulae. In discussion, pupils of average attainment demonstrated a very good understanding of factor and multiple; showed a good understanding of place value including decimal fractions; and recognised square and prime numbers accurately. They use line graphs and pie charts to record information and interpreted them with confidence.
- 121 Higher attaining pupils, from Years 5 and 6, are effectively challenged and their learning is effectively moved on through very good teaching. For instance, a group of Year 6 pupils carried out higher order mathematical skills when translating co-ordinates with a combination of negative and positive values. By the age of 11 higher attaining pupils use all four

operations to two places of decimals and use brackets and formulae to solve problems, as when finding areas of irregular shapes. They are confident when investigating and solving problems, and are becoming increasingly more adept when collecting, representing and interpreting data, whether as line graphs or pie charts. Their communication skills are very good. They explain their methods and are aware of the value of checking their answers.

- 122 Similarly pupils working below the national expected level are given 'Booster' sessions and moved on a greater pace. Lower attaining pupils have a good understanding of the place value of numbers to one thousand and round numbers to 100 and 1000. They can calculate simple percentages such as 20% or 70% of a total. Pupils with special educational needs are supported very well, and the very good levels of support by classroom assistants enable these pupils to be fully included in group and class activities. Self-esteem is high when pupils are praised for their answers rather than being informed that their contribution is wrong.
- 123 Both teaching and non-teaching staff have implemented the National Numeracy Strategy very well. There is a consistency in the way in which the three stages of each lesson are used. The mental and oral introductions are good; pupils are then set tasks, which are generally well matched to their abilities; the summing up period is then used to check gains in knowledge and understanding. At its best, this part of the lesson gives pupils time to reflect on their achievements by questioning what gains they have made, before preparing them for the next stage of learning.
- 124 Homework has been negotiated for all pupils, and parents are provided with good information. Monthly 'Parent Power' meetings, have proved to be a valuable strategy which has been designed to raise the awareness and understanding of parents. Advice on methods, technical vocabulary, and opportunities for questioning is adapted for parents in both key stages.
- 125 Overall, teaching is good in infant classes and very good in junior classes. The quality of learning reflects the quality of the teaching. The quality of teaching and learning has improved since the last inspection. Two out of three lessons are now very good or excellent.
- 126 Strategies have emerged, particularly in Years 4, 5 and 6, which make a significant contribution to the degree in which pupils have become involved in evaluating their own learning and reviewing their own progress. These are in addition to the more generally used strategies of 'What have you learned today?' and indicating with their thumbs whether they feel they have gained in understanding. In Year 5, pupils were asked to evaluate the quality of a lesson that was about to finish. Pupils responded confidently using criteria that had been previously discussed and negotiated such as 'Have we all achieved the lesson objectives?' 'Have we all listened well?' 'Have we all done our best?' In Year 4, pupils use 'smiley faces' to indicate how well their learning has gone. This enables the teacher to respond quickly to need, and by adding her own symbols, reinforce the quality of learning.
- 127 Pupils are very well behaved and are eager to learn and to contribute to activities. They co-operate very well and thrive on the company of others especially when sharing their answers

with their 'learning partners'. This valuable strategy provides opportunities for all pupils to share their knowledge and understanding, and enables the teacher and the classroom assistant to focus where need is greatest. Pupils model their enthusiasm for mathematics on that of their teachers and many agree that 'Maths is fun'. They respond positively to challenge, and are attentive and eager to contribute to lessons and use their skills and strategies. Work in books is well presented and reflects the high expectations of teachers and the effort of pupils.

- 128 Marking is variable and therefore inconsistent. At its best, marking informs pupils of the progress they have made, the skills they have achieved and how to improve. Once again there are exemplary strategies being used to effect in areas of the school. In the Year 4 class, pupils indicate their gains in skills, knowledge and understanding as a headline to each activity in their books such as, 'I can ...' or perhaps 'I know how to...' This enables the teacher to inform the pupil of the progress made by indicating in a manageable and effective whether she agrees with their interpretation, such as 'Achieved!'
- 129 Progress in mathematics is satisfactory by the end of the infant classes and accelerates significantly in junior classes after a slow start. Activities on two dimensional shapes in Years 4 and 5, gave clear evidence of high expectation and what younger pupils, when challenged, can achieve. This was evident when the 'Smartboard' was used skilfully in Year 4 to highlight the properties of triangles. It is of little doubt that the investment in information and communication technology has added an extra dimension to the quality of teaching and learning.
- 130 Mathematics is led by an enthusiastic co-ordinator, who has a very good vision of what is needed for the future. She has responded positively to the changes in teaching staff by arranging quality training and sharing model lessons with less experienced members of teaching staff. School and national test results have been analysed and there are good records of progress according to gender. The monitoring of the quality of provision in mathematics is ongoing. The strategy of observing teaching and learning, examining teachers' planning and analysing the work of pupils has contributed to the raising of standards. The co-ordinator's action plan indicates the need to increase challenge for all ability groups, but particularly for higher attaining pupils at the end of Year 2; to add consistency to the value of marking, and to promote the use of computer technology to promote the application of the skills learned.
- 131 The governing body is very well informed about developments in mathematics and is equally proud of the success in the shared thrust for excellence.

SCIENCE

- 132 Standards in science, based on the work seen and from discussion with pupils, is in line with what would be expected nationally by the time pupils reach the age of seven and above national expectations by the age of 11. A high percentage of pupils achieved the higher Level 5 in National Curriculum tests in 2002, and the inspection evidence suggests that Level 5 attainment will be high again in 2003 and the progress of all pupils is very good.

Higher attaining pupils are provided with good opportunities to extend their knowledge and understanding through a wide range of challenging investigations. Pupils with special educational needs use information and communication technology well to record their work.

- 133 In the teacher assessments for Year 2 pupils in the 2002 national tests, standards were broadly average, though attainment at the higher level (Level 3) was below average overall. The inspection evidence shows that pupils are broadly in line with the expected level. Pupils make good progress in science overall. Pupils with special educational needs and higher attaining pupils make very good progress in the juniors due to the very effective teaching. There is no significant difference in attainment in science between girls and boys. Standards in this subject reflect good improvement since the last inspection in 1998 where they were broadly in line with standards nationally at both key stages.
- 134 By the time pupils are seven years old they can talk about how they can change the sound made by straws, bottles or elastic bands. They talk about changing the straw's length, the amount of water in the bottle or the thickness of the elastic band in order to alter the sound. Some pupils predict how the sound will alter if the straw is cut shorter. Most pupils are beginning to make suggestions about how they can find things out for themselves. Younger pupils know that living things grow and have young and need water, food and air to stay alive. Pupils in Year 1 can name the main parts of the human body and can match printed labels accurately to pictures.
- 135 By the time pupils are 11 years old they are working at least in line with national expectations and many pupils are working beyond expectations. Pupils can list the requirements of a fair test and design and complete a table or graph of results. They can use a range of equipment to light a bulb, change its brightness, bend light and investigate shadow length. They can draw circuit diagrams correctly and make predictions about what might happen to the brightness of a bulb if the equipment is altered. Pupils' writing is of a very good standard, with very clear explanations of how an investigation is planned and conducted. Pupils by the age of 11 can plan a fair test and summarise the outcome of an investigation, providing an explanation of why they think something happened. They perform re-tests to make sure results are as reliable as possible. For instance, in an investigation to see if the length of wire affects the brightness of a bulb, pupils in Year 6 made sensible predictions. They planned a step-by-step approach to an investigation, ensuring that the test was fair and tested their theories three times before drawing a table of results and evaluating the outcomes. Some pupils used the computer to draw the table, and higher attaining pupils plotted their results on a graph using the computer. Pupils then drew thoughtful conclusions based on their evaluations.
- 136 Practical, investigative science is a strength of the school. Pupils have a good understanding of the topics they study in the science curriculum because they are delivered through hands-on activities. Older pupils are given time to investigate and make decisions regarding the planning and direction of scientific enquiries and to analyse and solve problems. There is very good reference made to being safe during investigations. For instance, pupils in Year 3 know that they should not rely on touch or sight to test the temperature of an object such as an iron or kettle. When conducting an investigation into finding out what would be a good

material to protect the ears from sound, pupils in Year 1 were reminded that they should not poke things into their ears because they could damage their hearing. One pupil then added that if you poke things into your ear you can also damage your brain.

- 137 Pupils have very good attitudes to science. They enjoy the practical activities and work very well in small groups. This subject contributes significantly to pupils' personal and social development. The quality of presentation in pupils' drawings and writing is testimony to the pride pupils have in their work.
- 138 The quality of teaching is good overall. The strengths of the teaching lie in effective planning, which included good attention to planning time for science investigations, very good use of correct scientific vocabulary, good subject knowledge and good assessment of pupils' work routinely as it is marked. For instance, a teacher's written comments at the front of Year 1 pupils' topic booklets on 'Ourselves' explained what they had done well and what they had enjoyed most about the topic. The use of information and communication technology enhances teaching and learning in science. Many opportunities are provided to record, model and analyse science work using computers. There were good examples, for instance, of pupils in Years 4, 5, and 6 creating different types of graphs and tables to show the results of their investigations into shadow lengths and the brightness of bulbs. Marking varies between classes; it is sometimes cursory, limiting opportunities to use assessment to inform future planning. However, very good examples were seen, particularly in the marking of work in Years 4, 5 and 6. Here, marking was used to provide helpful feedback to pupils on what they had learned, how well they had done, what they could do next to improve further and also dealt with pupils' misconceptions.
- 139 The area requiring most improvement is in the limited opportunities for pupils in the infants to practise or extend their writing skills in science lessons. Most recorded work by pupils in the infants is pictures or worksheets. There are missed opportunities for pupils to write their own labels, make lists of resources or write about what might or did happen, for instance.
- 140 Good use is made of additional adults, including classroom and learning support assistants; they are well informed of activities to be undertaken and are adequately prepared for their support role in the classroom. This support helps pupils with special educational needs to make good progress in lessons and enables them to be fully included in all practical activities.
- 141 The subject co-ordinator is very well qualified and experienced. She ensures that the curriculum is well planned and that due emphasis is given to developing pupils' skills of enquiry and investigation. Science assessments in Year 6 are analysed and used to develop science targets. However, other assessments are not specifically used for this purpose, as yet, or to track pupils' progress or identify future training needs of staff. The consistent use of assessment is currently unsatisfactory.

ART AND DESIGN

- 142 No lessons in art and design were observed during the inspection period and therefore there is not enough secure information to make a judgement on the quality of teaching and learning. However, a wide range of evidence of pupils' work was scrutinised, along with photographic and video evidence and discussions were held with a number of pupils.
- 143 Overall standards in art and design are at least typical of those expected and frequently higher by the end of Year 2 and Year 6, broadly maintaining the position reported at the time of the last inspection. Pupils, including those with special educational needs achieve well and make good progress in the infant and junior departments.
- 144 Pupils are able to work with a range of materials. Work seen in the art portfolio and around the school is varied and is often used to extend other areas of the curriculum. Pupils across the school have been encouraged to explore these links through a series of whole school initiatives. For example the Year 1 'Poppies for Peace' as part of the 'Peace Project' clearly reflected an awareness of different religions and cultures, whilst the Cornwall 2000 project provided evidence of some very large sculptures being well integrated into a dynamic expressive arts programme. In discussion about their work, Year 6 and Year 2 pupils of all abilities displayed positive attitudes to art and design, which reflected high degrees of enthusiasm. The older pupils were keen to talk about their William Morris' style ink designs, demonstrating an awareness of the impact of line, shape and tone. The Year 2 pupils work with 'number butterflies' reflected their capacity to work confidently in paint. Ceramic work was a feature of work in Year 4 with older pupils recalling with great enthusiasm their construction of a ceramic Kenyan village in that year group.
- 145 Across the whole school the links between art and design, design and technology and information and communication technology were particularly well developed and reflected in Year 2 work linked to 'fireworks' and the Year 3 work linked to Kandinsky and Mondrian designs.
- 146 Provision for art and design is enhanced by an infant art club where boys and girls were observed constructing coil and thumb pots.
- 147 Planning for art and design is sufficiently detailed to ensure the progressive development of skills throughout the school. Opportunities for the co-ordinator to monitor the subject across the school have been limited. It was not possible, due to the art and design co-ordinator's absence, to discuss plans for the further development of the subject. Leadership of the subject is of satisfactory quality and the school has appropriate range of resources to meet the needs of all its pupils.

DESIGN AND TECHNOLOGY

- 148 Standards in design and technology are in line with national expectations for pupils by the ages of seven and 11. Discussions with pupils and evidence of work show that progress is accelerated towards the end of the juniors.

- 149 In the infants, pupils make musical instruments. They use a range of boxes and tins covered with paper and material and then decorated to replicate instruments that they have seen, such as drums and guitars. They investigate the design of the instruments and enable their instruments to play tunes by using different sized elastic bands; they use crayons to act like a bridge on a violin. In food technology they taste fruit and vegetables, make choices about likes and dislikes and design party pictures using fruit and vegetables. Pupils with special educational needs are well supported in practical tasks and they make at least satisfactory progress.
- 150 Pupils in Year 3 and 4 talk about designing pop-up cards for Christmas and know they would use their sketchbooks to design. They are aware of the need to think about the stages in making an item and the identification of resources. Pupils in this age group had made pop-up books, some for other classes. They looked at books in order to decide on a design and had annotated drawings to guide them in the making of the book. They knew that it was important to have an attractive front page so readers would want to look at it. Higher attaining pupils spoke articulately about the decisions that they made when designing their cover.
- 151 Teaching was observed in Year 5 and Year 6. Based on these observations, teachers' planning and pupils' work, teaching and learning is good overall. The attitudes and behaviour of pupils is at least good and for some very good. Teachers have good subject knowledge and understanding of the subject. Lessons are well organised. Activities are varied to meet the needs of the pupils and those pupils with special educational needs make good progress because of the support they receive. Technical language is reinforced and pupils acquire this because of the effective repetition by teachers. They are able to use words such as 'cuboid', 'net' and 'panels' when talking about their work. In the main, pupils are actively engaged and most work at a good pace. Pupils are given target times for completing work, which has a positive effect as they are kept focused on the task. Where teaching could be improved further the pace of the lessons flagged due to lack of focused questioning by the teacher. Also, pupils were sometimes given too few opportunities to take responsibility for organising their own findings.
- 152 Pupils have positive attitudes to design and technology. In lessons and when talking to pupils in Key Stage 2 they expressed enjoyment in designing and making and some indicated that this is their favourite lesson. Pupils in one class were ably supported to use the computer to design and cut the net for their moneybox. This small group activity resulted in pupils being totally amazed as they observed the machine cut the net. This was an area identified as needing improvement in the previous inspection and the school has worked hard in this area and made sound progress.
- 153 The subject is co-ordinated well and given a high profile in the school. There are very good links with the Richard Lander Technology College, and specialist and financial support from the college has enabled the school to widen its provision. The co-ordinator is actively involved in teaching and also in supporting staff. There is further work to be undertaken in linking the subject with information and communication technology and control. This is

recognised by the co-ordinator as an area for development. He is aware of the need for further support to be focused now on classes in the lower school.

GEOGRAPHY AND HISTORY

- 154 Standards in *history* are not as high as they were in the last inspection where they were above average for seven year olds and well above average for pupils of 11. Standards now are broadly average by the end of Year 2 and above average by the end of Year 6. This apparent decline is due to the decrease of time given to the subject in the school's efforts to raise standards of English and mathematics.
- 155 By the age of seven, pupils talk enthusiastically about important characters such as Florence Nightingale and Louis Braille and are aware of the circumstances and effects of the Great Fire of London. Younger pupils have plotted events during their short life span, and gained knowledge and understanding of the links between events by considering themselves and their families. Older pupils have compared toys and games. In the one good lesson seen in Year 2, there were strong cross-curricular links with pupils using 'quills' to copy the style of Samuel Pepys. Pupils in Years 3 and 4 have studied the heritage of those who have invaded the British Isles and are aware of the legacies of Rome. Pupils in Years 5 and 6 pupils have studied the Victorians. Pupils in Year 5, dressed for the part, transformed their classroom and 'returned' to schooling in the late 19th century. Pupils in Year 6 have investigated the school logbook and inspectors' reports and are now prepared to write a report on what they witnessed during Year 5's 'Victorian Morning'.
- 156 Overall the teaching of *history* is good, with some very good teaching in Year 6. Teachers' subject knowledge is good and their planning identifies challenging activities for each ability group in their class with skills being developed year-on-year. In discussion, pupils value the richness of their Celtic heritage and talk enthusiastically about their visits, visitors and workshops through which they have developed very good skills of historical enquiry and interpretation. They make good use of the library for gathering books to provide sources of evidence. Pupils link periods of history well and have a good understanding of chronology. They are aware of the legacies of previous societies and civilisations such as the Olympic Games and the emergence of democracy.
- 157 During the period of the inspection, only one lesson was observed in *geography* due to the long term planning which has resulted in history being the main focus for this term. There was also limited work available and therefore there is insufficient evidence to make a firm judgement on the quality of teaching and learning. A judgement that standards in *geography* are typical of those found nationally at seven and 11 has been made after reviewing planning, and after having discussions with the co-ordinator and pupils in Year 6. Discussions indicate that pupils have a satisfactory understanding of mapping skills and keys. In the juniors, pupils identify the mountains and rivers of the British Isles, and study such themes as rivers and land use. When studying the development of rivers they use precise vocabulary such as erosion, meander, source and estuary. Pupils know the continents and describe the climatic conditions of India and Kenya. There is evidence that teachers have used the locality well and use their numerous visits to contrast and compare settlement and

land use. Strong community links have enabled pupils in junior classes to focus how to improve their local environment.

- 158 As during the time of the previous inspection, fieldwork remains a high priority in *history and geography*, as do visits and residential experience. The commitment of parents and governors to this enrichment of learning experiences is commendable and enables the co-ordinators to build first-hand experience into the long term planning for each year group. The two-year cycle of topics covers the requirements of the National Curriculum for both *history and geography*. This strategy has the benefit of avoiding repetition for mixed age classes and encourages teachers to plan together. However, now that there are single age groups it may be appropriate to review the long term planning for both subjects. This could help to avoid those school terms when skill development, for example in geography, is not covered due to the increasing demands of the timetable. In both history and geography pupils use their literacy skills to record in a variety of writing styles, from note taking to non-chronological writing. Numeracy skills are less well developed and are not identified in teachers' planning.
- 159 The co-ordinators for *history and geography* are both new to their posts and have had limited opportunities to make a significant impact on their subjects. They monitor planning but have not yet had the opportunity to contribute to the raising of standards by monitoring teaching and learning. Assessment is limited to reviews at the end of each year. Both have produced action plans which include the use of assessment strategies to record gains in skills, knowledge and understanding as well as promoting the use of information and communication technology to support learning teaching and learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 160 By the age of seven pupils attain standards that are in line nationally for information and communication technology. As pupils move through the juniors they make good progress and by 11 they are attaining above the expected standard. The use of information and communication technology skills in other subjects is of a good standard. In the upper end of the juniors pupils are able to use information and communication technology to support their learning and in the last three years of the juniors learning in this subject is accelerated. Information and communication technology is used well by pupils with special educational needs to help them to record their work using a writing program or using the computer to draw tables, graphs and charts.
- 161 Since the last inspection, information and communication technology has been given a high priority and governors have supported this in their planning. A computer suite has been created with an interactive white board, or 'Smartboard'. There are a further two interactive boards in the juniors and more are planned. A range of software has been acquired to support learning across a number of curriculum areas. Staff training has taken place and further training is planned for teachers and teaching assistants.
- 162 There are computers in every classroom, so in addition to the timetabled sessions in the suite, where every class has a minimum of one hour a week, pupils have access to

computers in most areas of the curriculum. In Year 4 and Year 5, pupils had used information and communication technology to support learning in science and to present results of scientific enquiry in graphs and tables and were able to use a branching database. In Year 2, pupils had used information and communication technology to create pictures of fireworks and to create pictures in the style of Mondrian. The pupils in Year 5 are able to undertake activities related to input and output in connection with sensors and motors. There is good support provided for this subject by the Richard Lander Technology College. Higher attaining pupils particularly benefit from this good support.

- 163 Most pupils know how to log on and off the computer and are encouraged to do so in the computer suite. Many know how to save and retrieve work, and in Year 2, pupils were observed printing pictures of their designs. A group of pupils from Year 4 to Year 6 were observed when they attended the computer club. They were able to use the internet to research a subject. They had knowledge of search engines and were able, in the main, to narrow their search. The majority could save from the internet and so were familiar with language such as 'minimise', 'copy', 'highlight' and knew how to change the font size and colour.
- 164 Skills are taught across the school from a structured programme and pupils make at least satisfactory and sometimes better progress. Pupils with special educational needs make good progress in the juniors because of the appropriate support they receive. In the infants they make satisfactory progress. High achievers are challenged in the juniors but less so in the infants.
- 165 Three lessons were observed and the overall quality of teaching is good, with the best teaching in the juniors. Teachers' subject knowledge is secure. Technical language is reinforced well and skills are taught in a systematic way. There are effective ends to lessons where learning is assessed through a range of good questioning.
- 166 Pupils' attitudes to this subject are very good. They show obvious enjoyment of the subject. They work confidently in pairs in the suite and are able to talk with knowledge about the use of information and communication technology. One upper school pupil who had used a spreadsheet program called Excel in connection with some graph work said, 'I like Excel; it adds up for you'. Another Year 6 pupil explained that he now wanted to learn how to scan. Almost all pupils are well motivated and as a result are very well behaved.
- 167 Information and communication technology is used well by all staff to enhance learning and in other areas of the curriculum. The school worked hard to link of information and communication technology and design and technology to good effect. This is a good improvement from the last inspection where this was identified as an area for development.
- 168 The co-ordinator for information and communication technology was appointed at the beginning of term and has already had a positive impact on learning. She has developed a programme to ensure that there is continuity and progression. She has been involved in all the planning across the school and intends to monitor the annotated plans at the end of term to make the necessary adjustments. The policy for information and communication

technology has recently been updated. The action plan indicates that the school has a clear plan for the future.

- 169 The co-ordinator uses the interactive white board to good effect in the classroom and this leads to well-motivated pupils and effective learning. Her good subject knowledge enables her to support staff well. She is keen to develop her own skills and links with the feeder secondary school are useful in this area. She has recently set up a link with another school so that classes can e-mail each other. This is an area that has been identified for development.

MUSIC

- 170 There was limited teaching of music during the time of the inspection. Judgements on standards are made after having observed two Year 2 lessons, hearing a group of Year 6 pupils sing a two-part song, discussion with pupils, scrutiny of planning, observation of pupils' performance on video tape and observations of assemblies. Overall attainment in music is satisfactory. Standards at the age of seven and 11 are in line with national expectations and pupils make satisfactory progress. The school has maintained the standards achieved in the last inspection.
- 171 Pupils in Year 2 use untuned percussion instruments to create short and long sounds and they use appropriate vocabulary to describe the sound they are making. The pupils make some instruments themselves and library books provide a good source of information about different types of instruments. Pupils handle instruments well and most understand how they can adapt them to create the sound that they want. They feel the pulse and many can sustain a simple rhythmic pattern when other pupils are beating time. Higher attaining pupils play a tuned instrument. All pupils really enjoy performing using sounds made by drumming on their laps, clapping or using musical instruments. All pupils are fully included in musical activities and pupils with special educational needs make satisfactory progress.
- 172 Teaching in the infants is good overall. There was no teaching of music observed in the juniors. A music specialist teaches each class for a short lesson each week, and this ensures that all pupils have equal opportunity of receiving skilled and knowledgeable teaching and access to the full music programme of the National Curriculum. Pupils also have a short, shared singing session each week, and this they greatly enjoy. However, despite the very good teaching by the specialist teacher, pupils do not have enough time to practise, appraise and improve their own performance. Neither do they have the opportunity to sing regularly, and provision for regular singing is currently a weakness.
- 173 A key strength of the music programme is the strong link with dance and drama, and in this the school has maintained its strength from the last inspection. Pupils have a wide range of opportunities to respond physically to music and standards of response are very high. For instance, in a video extract of a dance/drama based on Cornish miners, pupils moved very sensitively to folk music. Pupils were also seen responding to the pulse of the music, moving effectively in time. Groups of pupils combined sounds using percussion instruments to

provide rhythms for other pupils to move to. The contribution music makes to spiritual development of pupils was clearly evident in their responses in this video.

- 174 Pupils have regular opportunities to hear music of different types and from different countries and the increased range of recorded music now available is an improvement since the last inspection. However, pupils are not provided with sufficient opportunities to improve their listening skills or to appraise the different types of music they hear. This is an area where assemblies could be used more effectively to develop pupils' musical skills. Assemblies are also underused in providing pupils with daily opportunities to sing together, and this is a significant weakness of music provision.
- 175 The quality and quantity of musical instruments is satisfactory and is an improvement since the last inspection, where instruments were of an unsatisfactory quality. They are used well throughout the school, which helps pupils to enjoy the subject and participate with confidence. Brass instrumental lessons are offered and the number of pupils who take up these additional lessons is growing rapidly and many pupils have registered interest in learning to play the electronic keyboard.
- 176 The music specialist not only secures the quality of teaching and learning for pupils across the school, but also provides subject support for teachers who work alongside the specialist teacher, and then practise skills further or extend pupils' learning back in the classroom. This ensures that there is good planning for National Curriculum music and teachers are gaining in their confidence in teaching this subject. The most significant area that now needs to be addressed is giving pupils regular opportunities to sing and to improve their performance.

PHYSICAL EDUCATION

- 177 The limited evidence gathered during the inspection indicates that overall the standards in physical education by the ages of seven and 11 are in line with those found in primary schools nationally. This represents a decline in the position stated in the last inspection where standards were found to be well above the national average. This is because there has been a reduction in the amount of time spent on the breadth of physical activities since the last inspection. The majority of pupils attain the required standard in swimming by the time they leave the school. Pupils of all abilities made at least satisfactory progress in the lessons observed. Pupils with special educational needs were observed making good progress in a Year 1 games lesson due to the high quality support of a teaching assistant. Infant pupils can throw accurately and can respond with a degree of fluency to musical stimuli. Pupils in Year 3 can create sequences of movements on small apparatus with good control, selecting skills and combining techniques previously acquired. They are also able to explain the effects of exercise on their bodies.
- 178 During the inspection three lessons were observed: two infant lessons and one lower junior lesson. No teaching was observed in Years 4, 5 and 6. Overall the quality of teaching was at least satisfactory with good teaching observed in both departments. The good teaching and learning in a gymnastics lesson for younger junior-aged pupils was directly linked to the

effective use of analysis of pupil demonstration by the class teacher. As a result a significant number of pupils refined and improved their performance. Pupils of all abilities, including those with special educational needs, made good progress. Whilst in an infant country dancing lesson pupils of all abilities were provided with clear opportunities to change and improve their performance. Pupils in all three lessons observed displayed positive attitudes to their learning. Discussions with pupils in Years 2 and 6 reflected high degrees of enthusiasm for the subject.

- 179 All teachers teach physical education to their own classes of pupils. The planning for the subject is appropriate, reflects national guidance and provides for a clear progression of skills across all areas of the subject. A clear and concise health and safety policy accompanies the planning for all stages of learning.
- 180 The subject co-ordinator has not had an opportunity to evaluate directly the way in which the subject is taught. This lack of opportunity reflects the current low priority physical education has in the school improvement plan. A realistic action plan has been developed as a result of the co-ordinator's monitoring of teachers' planning and subsequent feedback and discussions with the staff. Leadership of the subject is of satisfactory quality, as are resources overall, with the quality of outdoor resources, enhanced by the new playground and adventure trail, which is judged to be of good quality.
- 181 The programme for pupils' physical development is very well enhanced by a wide variety of inclusive extra-curricular activities including boys' and girls' soccer, netball, gymnastics, dance clubs and an outstanding programme of Outdoor Education activities. The latter provides pupils with a range of exciting activities including horse riding, abseiling, cycling, hill walking, water sports and camping at a variety of venues. Residential and camping experiences to the Scilly Isles, Rock, Roseland and Carnyorth Outdoor Education Centres and the school site are offered to all junior aged pupils. These make a significant contribution to developing a strong sense of team identity amongst pupils and do much to promote self-confidence amongst pupils of all abilities. The 'Trailblazers' project is very successful in raising pupils' sense of independence and self-esteem, and links with the District Council Sports Development Officer are used to good effect, especially during the school holidays, to promote a healthy lifestyle.

RELIGIOUS EDUCATION

- 182 Attainment in religious education is in line with the requirements of the Locally Agreed Syllabus by the age of seven and above what is expected by the age of 11. Standards in religious education are the same as were found in the last inspection. Only three lessons of religious education were observed during the inspection but scrutiny of pupils' work, both in their books and displays in classrooms and through discussions with pupils allows for judgements to be made.
- 183 By the age of seven, pupils have a sound introduction to the basic elements of religion. They have a good understanding about how members of a group should behave towards each other. They are aware that people may have different beliefs and have special occasions

and festivals that they regularly celebrate. They know about special people and why they are remembered. For instance, pupils in Year 2 were astonished to hear how Mary Jones walked many miles barefoot to obtain her own copy of the Bible and what influence her faith had on others.

- 184 By the age of 11, pupils have a good understanding of the similarities and differences in the faith traditions of Christianity, Judaism and Sikhism. They have the opportunity to reflect and ask questions; this was observed in a Year 6 lesson where pupils were searching for more information about Mother Teresa after seeing a photograph of her and asking thoughtful questions about her life. Pupils in Year 5 know about key characters in the Jewish faith and, through very effective specialist teaching, understand the strengths and the weaknesses of significant characters in the Old Testament.
- 185 Teaching in religious education is very good. The use of visiting experts contributes significantly to the quality of teaching. The strengths of the teaching are the methods used, which fully engage the pupils and help them to remember key facts, the strong and supportive relationships which encourage questions from pupils, and the use of good resources and artefacts. Good use is made on information and communication technology to support teaching. The quality of pupils' learning is very good. They respond very well and make good progress in considering the key features of Christianity, other major faiths and important issues in everyday experience.
- 186 Progress since the last inspection has been good. There are now good resources available that provide a good stimulus for discussion and to extend pupils' understanding. The school has continued to maintain valuable contacts with local churches and uses visits well to extend pupils' experiences in religious education. An area for further development is in using the subject more effectively, particularly in the infants, to provide purposeful opportunities for improving writing. Currently, most of the religious education in the infants is done through story and discussion.
- 187 Leadership of the subject is good, despite the subject co-ordinator not having a role currently in evaluating pupils' work or their progress across the school. There are good resources to support the breadth of study and very good use of specialist teaching that ensures that standards are high. This subject is due to be reviewed within the next two years.