

## INSPECTION REPORT

### **Landulph School**

Saltash, CORNWALL

LEA area: CORNWALL

Unique reference number: 111954

Headteacher: Mrs P Bradshaw

Lead inspector: Roger Brown

Dates of inspection: 13 – 15 October 2003

Inspection number: 256677

Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
Number on roll:	79
School address:	Landulph Saltash
Postcode:	PL12 6ND
Telephone number:	01752 845572
Fax number:	01752 845572
Appropriate authority:	Governing Body
Name of chair of governors:	Kate Waghorn
Date of previous inspection:	26 April 1999

## CHARACTERISTICS OF THE SCHOOL

This is a small rural school, on the west of the Tamar valley. There are currently 79 pupils on roll aged four to eleven. There are slightly more boys than girls in the school, but only one child comes from an ethnic minority background. There are no pupils whose mother tongue is not English. Mobility of pupils entering and leaving the school during the course of each year is very high with 20 per cent of the school population changing. Examination of the records shows that on average for the last five years, only 30 per cent of the pupils who start in the Reception class stay in the school until Year 6. The school roll had declined since the last inspection in 1999, but it has now risen again. The main reason for pupils leaving and entering the school are families moving house. The school takes pupils from the local parish of Landulph as well as from the neighbouring parish of Botus Fleming. A very low percentage of pupils have free school meals. 13 per cent of pupils are on the register of special educational needs; this figure is below the national average. One pupil has a statement of special educational needs. The attainment of pupils on entry to the school is above that found nationally.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
222229	Roger Brown	Lead inspector	English Religious education Information and communication technology Design and technology Geography History
8986	Philip Andrew	Lay inspector	
18480	Doug Lowes	Team inspector	Mathematics Science Art Music Physical education Foundation stage Special educational needs English as an additional language

The inspection contractor was:

Cambridge Education Associates

Demeter House  
Station Road  
Cambridge  
CB1 2RS

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## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
<b>PART B: COMMENTARY ON THE INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>8</b>
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>13</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>18</b>
<b>EXAMPLES OF OUTSTANDING PRACTICE</b>	<b>20</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b>	<b>21</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGES 1 AND 2</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>37</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**The overall effectiveness of the school is good.** As a result of good teaching and learning, most pupils attain the expected standards in English, mathematics and science by the time they leave the school at the end of Year 6. Pupils' achievements are good in almost all areas of the curriculum and as a result their learning develops rapidly. The school's ethos is inclusive and caring; it has good links with parents and the community it serves. The headteacher provides good leadership, and the management of the school is efficient. **The school provides satisfactory value for money.**

The school's main strengths and weaknesses are:

- The staff team is very effective. Teachers, ancillary teachers and support staff blend together well to provide a broad curriculum which enables pupils to achieve well
- The effective involvement of the governors in the leadership of the staff team gives the school a clear sense of purpose and direction
- The very good quality of teachers' planning contributes significantly to the good teaching and learning, although marking and moderation of pupils' work is inconsistent
- Reading and mathematics are a strength alongside music
- Writing is weak, and although improving, is not yet used effectively to support pupils' progress in all aspects of the curriculum

The improvement in the school since the last inspection five years ago **is satisfactory.** The curriculum is now planned effectively, and individual teachers' lesson planning is now a strength. The assessment of pupils is satisfactory. Teaching and learning are monitored and the outcomes feed into the school improvement planning process, which is now good.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	A	A	B	D
mathematics	A	A	D	B
science	B	C	D	B

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Caution is needed in interpreting this data as the numbers in the cohorts are small.

Pupils' **achievement is good** throughout the school. Most pupils start school achieving **standards above** those expected for their age. By the time they leave at the end of Year 6 many pupils are achieving standards ahead, and for some, well ahead of those expected. Levels of achievement are good for children in the Foundation Stage; almost all have achieved the goals children are expected to reach by the end of reception. Pupils in Key Stage 1 have good levels of achievement. Standards in reading, writing, mathematics and science are well above the national average, and above those for similar schools. Pupils in Key Stage 2 also achieve well, standards are above those expected in English, mathematics and science, and over half of the pupils attain higher than expected levels. Standards are usually better than those in similar schools. However, this is not consistent in every cohort, and standards in writing are just below the expected level.

This is a caring school, there is a strong emphasis on all pupils knowing right from wrong. Pupils care for each other effectively and show respect for other people, and their environment. **Pupils' spiritual and cultural development are satisfactory,** but in this small and relatively isolated

community these aspects are not as well developed as pupils' **moral and social development which are good**. Pupils' attitudes are **good**, they enjoy school, they want to learn, and staff's high expectations of their behaviour are seen throughout the school and pupils' behaviour is good. **Attendance at the school is good.**

## QUALITY OF EDUCATION

**The quality of education provided by the school is good. The overall quality of teaching in the school is good. Learning is good** throughout the school. Pupils enjoy their lessons and speak with enthusiasm about their accomplishments, what they have learned, and what the school enables them to do.

**The curriculum provision is satisfactory.** The school provides a broad range of learning opportunities across all areas of the curriculum. The care taken to employ extra staff who can bring particular expertise and widen the experience of all pupils is particularly effective. **Care, guidance and support, partnerships with parents, and links with the community are all good.** These aspects of the school are a strength. Pupils feel secure and well cared for and trust in the staff. The induction and transfer arrangements are good.

## LEADERSHIP AND MANAGEMENT

**The leadership and management of the school are good.** The leadership of the headteacher is principled, well established and effective. The school is organised efficiently and managed reflectively, informed by good management practice. Essential functions are covered well and procedures are not unduly bureaucratic. The governing body makes a **very good** contribution to the leadership of the school and its successes. It is fully involved in strategic planning and formulating policies, and supports staff in implementing them.

## PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

**Parents:** Parents hold the school in high regard. A small number would like the school to tell them more about how their children are progressing, and more about how they can help their children at home.

**Pupils:** Pupils like the school; they feel safe, secure and happy. Some would like more responsibility though and a few feel that the work they do is relatively easy.

## IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Develop a consistent approach to the teaching of writing throughout the school. Ensuring that:
  - frequent opportunities for writing for different purposes are planned across the curriculum and that these occasions are valued and promoted
  - teachers understand and use common approaches to setting and implementing pupil targets in this area
  - teachers are aware of a range of strategies to improve the pupils writing
- Develop a consistent approach to marking. Ensuring that:
  - teachers guide pupils to know what they to do next to improve further
  - teachers use the outcomes to focus the planning of future lessons
- Develop a whole school approach to moderation of pupils work. Ensuring that an effective strategy becomes embedded in the school culture enabling:
  - teachers to know how well their pupils are progressing
  - the school to know what actions need to be taken to challenge all pupils and improve standards further

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning and subjects

Achievement **overall is good**, and **good** at each stage of the school. Standards in the core subjects are **above average** throughout in almost all respects. Only writing falls below the expected standard in all years at both key stages and the school has been working hard to rectify this.

#### Main strengths and weaknesses

- The progress of the majority of pupils is good throughout the curriculum
- The lack of high quality extended writing holds back the pupils' further progress in some subjects, notably English and the humanities
- Pupils' standards and achievements in mathematics and reading are consistently good
- All pupils achieve well in music thanks to the outstanding teaching they receive

#### Commentary

1. Attainment **on entry to the school is above** that normally found. **Attainment at the end of reception** is above **that expected at the start of compulsory schooling**. Most children have attained all the Early Learning Goals by the age of five. Attainment is **above average at the end of both key stages** for most pupils. However, this is not consistently the case in every cohort. This is better than at the time of the last report where standards were found to be in line with the average. By the end of Key Stage 2, over half of the pupils attain higher than expected levels. Standards are usually better than those in similar schools.
2. The results of the 2002 national assessments for pupils in Year 2 show a much stronger picture to the standards noted in the last report. At the time of the last report, standards were generally in line with the national average, whereas now they are significantly above. In 2002 the school was awarded an 'Achievement Award' in recognition of the improved standards. In Year 6, where the average figures for 2002 show a picture below the national average in mathematics and science, the picture is clouded by the presence of a higher than average number of pupils with special educational needs. The range of results showed a significant distribution of attainment from those pupils attaining the highest level to others at the lower levels. Provisional results for 2003 confirm the improved standards. The high level of pupil mobility into and out of the school makes it difficult to assess the exact level of progress from one key stage to the next as a significant percentage of the pupils have changed. Nevertheless, the school carefully tracks the progress of individual pupils from year to year and this gives a positive picture.
3. Pupils with special educational needs (SEN) have good levels of achievement and they make good progress relative to their prior levels of attainment. During the inspection, the achievement of pupils with SEN was consistently good and this was the result of the planned effective additional support provided by the teaching assistants.

#### *Standards in national tests at the end of Year 2 – average point scores in 2002*

Standards in:	School results	National results
reading	15 (18.3)	15.7 (15.7)
writing	10 (16.7)	14.6 (14.4)
mathematics	18.7(16)	16.3 (16.5)

*There were 6 pupils in the year group. Figures in brackets are for the previous year*



**Standards in national tests at the end of Year 6 – average point scores in 2002**

Standards in:	School results	National results
English	25.8 (28.1)	26.8 (27)
mathematics	27.8 (26.5)	26.7 (26.8)
science	29.8 (28.6)	28.6 (28.3)

*There were 11 pupils in the year group. Figures in brackets are for the previous year*

4. The following tables compare attainment at the time of the last inspection and comment upon the reasons for change.

**Achievement and standards at age seven**

	Attainment in 1999 measured in national assessments	Current judgements for standards in 2003	Pupils' achievement in relation to prior attainment	Comments
Reading	Above average	Above average	Pupils make good progress from the time they start compulsory education. Pupil's achievement is good	Teachers are enthusiastic about reading and this is reflected by the pupils
Writing	Average	Average	Progress is good, and achievement in the basic skills is good. Few pupils write with great enthusiasm yet	The school's programme to develop writing skills to a higher level is starting to have an impact in raising standards
Mathematics	Average	Above average	Progress is good and pupils' achievement is good compared to their attainment at the start of compulsory schooling	Teachers make good use of resources such as games to make this subject enjoyable
Science	No judgement teacher assessment only, average	In line with national expectations	Pupils have made good progress since starting compulsory schooling and their achievement is good	Many pupils are working at the required level, but need more opportunities to use scientific enquiry to get higher levels of attainment
Information and communication technology	No national assessments but attainment judged to be in line with national expectations	Above national expectations	Pupil progress is good and their achievement is good, especially in specific lessons in the subject	The improvement since the last inspection is in part due to increased staff confidence in the subject and high

				quality support
Religious education	No national assessment, but attainment judged to meet the requirements of the locally agreed syllabus	Attainment meets the requirements of the locally agreed syllabus	Pupils make good progress in this subject	Pupils respond thoughtfully to ideas and have good moral understanding

### Achievement and standards at age eleven

	Attainment in 1999 measured in national assessments	Current judgements for standards in 2003	Pupils' achievement in relation to prior attainment	Comments
English	Average	Above average. With reading much stronger than writing	Pupils make good progress overall, but this is not always consistent especially in writing. Pupil's achievement is good	Few pupils write at length, and whilst most are confident expressing their ideas in writing they are better at planning their work than completing it
Mathematics	Average	Above average	Progress is good, and achievement in the basic skills is good.	Teacher's high levels of confidence in this subject are reflected in the pupils' work and progress
Science	Average	Above average	Progress is good and pupils' achievement is good	The school's use of a science specialist heightens pupils' interest and allows them to achieve good levels of understanding
Information and communication technology	No national assessments, but attainment judged to be in line with national expectations	Above national expectations	Pupils make good progress, they are confident and their achievement is good	The use of a specialist support assistant means that pupils have access to high quality guidance and as a result they enjoy using ICT
Religious education	No national assessment but attainment judged to meet the requirements of the locally agreed syllabus	Attainment meets the requirements of the locally agreed syllabus	Pupils make good progress in this subject	Pupils' listen attentively, and share their views confidently

## Pupils' attitudes, values and other personal qualities

This aspect is a positive feature of the school. Pupils' attitude to school, their relationships with each other and with adults, their behaviour in class and around school are all **good**. The provision for spiritual, moral, social and cultural development of pupils is **good overall**.

### Main strengths and weaknesses

- Pupils are keen to attend school and most have good attendance records
- The school gives good support to pupils and parents, encouraging good attendance and punctuality
- Pupils like their school and take a full part in all that the school offers
- Pupils are normally interested in and excited by their work and are keen to achieve as well as they can
- Playtimes are friendly and safe
- Pupils are surrounded by caring adults whom they willingly follow and obey, but most are unwilling to take initiatives or responsibility for enterprising actions
- Pupils knowledge and understanding of their own culture and that of others is relatively limited

### Commentary

#### Attendance

5. The good level of attendance demonstrate the effectiveness of the schools' policies to promote high attendance and the efforts the parents make to ensure their children attend and arrive on time. The schools' figures compare favourably to the national averages. The instance of late arrival is minimal. Registration is carried out promptly and efficiently at the start of each session. The current attendance levels are an improvement on those recorded at the previous inspection.

#### *Attendance in the latest complete reporting year 2002*

Authorised absence		Unauthorised absence	
School data	4.5	School data	0.07
National data	5.4	National data	0.5

*The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

6. There have been no exclusions from the school. Behaviour in classrooms and around school is consistently good; pupils react thoughtfully to each other, older pupils show care and consideration for the younger ones and all understand the rules and the standards expected of them.

## Exclusions

### *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	73	0	0
White – Irish	1	0	0
White – any other White background	5	0	0
Asian or Asian British – Indian	1	0	0

*The table gives the number of exclusions, which may be different from the number of pupils excluded.*

7. Provision for pupils' **spiritual development is satisfactory**. All pupils are encouraged to express their opinions and do so confidently. Teachers actively encourage pupils' self-esteem by valuing their ideas and viewpoints. Pupils enjoy school, and show this by revelling in the opportunity to share their enthusiasm with adults. Pupils in Year 5 talked animatedly about the experiences they had in previous year, fondly describing special experiences, such as stories and poems introduced by teachers, and music they had explored. There are satisfactory opportunities planned for pupils to learn about and share in the celebrations of other faiths. From their conversation it is clear that they listened carefully to a parent who had been in to school and described aspects of Sikhism to them. They delighted in identifying features common with Christianity as well as major differences. Collective worship meets statutory requirements; pupils are encouraged to be reflective and thoughtful.
8. Provision for pupils' **moral development is good**. All staff, actively teach the difference between right and wrong. Behaviour in lessons and around the school is consistently good. Older pupils show care for the younger pupils on the playground and have a very good understanding about the rules that they have helped to develop. Staff are constantly seen to be reinforcing values of honesty, fairness and respect for others.
9. Provision for pupils' **social development is good**. All adults in and around the school are very good role models. Pupils see adults caring for each other and the school environment. Pupils have limited responsibilities, but carry these out effectively. Boys and girls all play together well and care for one another. At present, there are no opportunities for pupils to experience time together in a residential setting, although all year groups take pupils out to visit places of interest at appropriate times during the school year. Sporting activities are encouraged and many events take place after school and at the weekends. Pupils clearly view these as important and are proud of their teams whatever they achieve.
10. Provision for pupils' **cultural development is satisfactory**. Pupils in this small rural community happily learn about and appreciate their own and other cultures. However, there are few opportunities to meet pupils from other cultural backgrounds, those speaking other languages, or even other parts of Britain. Pupils recognise that those who speak another language might have difficulties communicating, but have only limited experience of this. Parents recognise their children's relative isolation and welcome the school's efforts to widen their children's understanding. Local culture is celebrated, with planned visits to places of special interest. Groups from within and around the area come and talk to the pupils to reinforce relevant aspects of the curriculum. The school has successfully extended the cultural awareness of the pupils into a greater appreciation of the arts particularly through their experiences in music.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **good quality of education**. Most aspects of teaching and learning are good, as are the leadership of the headteacher and staff. In this small school much care and thought has been given to providing the pupils with a diverse and knowledgeable staff who provide good quality experiences for the pupils. The contribution to pupils' education made by the school's good quality links with parents is also significant. The areas in most need of improvement focus around the need for greater consistency in teachers' approach to marking and moderating pupils' work. The sharpening of these elements would provide more challenge to individual pupils who can be complacent about their achievements.

### Teaching and Learning

The quality of teaching and learning in the school is **good**. For children in the Foundation Stage teaching and learning are **good**. They are **good** overall in other classes in the school.

### Main strengths and weaknesses

- Teaching and learning in the Foundation Stage are good. Children achieve well
- Teaching and learning in Key Stage 1 and 2 are good. Pupils achieve well
- Relationships are very good throughout the school
- The consistent and effective support provided by teaching assistants is a strength
- Specialist subject teachers make a good contribution to the broad curriculum
- Day-to-day assessment strategies are good enabling appropriate work to be targeted to pupils' needs
- Inconsistent marking strategies do not always give pupils a clear understanding of what they need to do to improve their work.

### Commentary

#### *Summary of teaching observed during the inspection in 22 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	3	13	5	0	0	0

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.*

11. Good teaching in the Foundation Stage enables most children to achieve well. Relevant and worthwhile activities are planned, which challenge children and stimulate their curiosity for learning. Good opportunities are provided to enable young children to learn outside of the school environment. Particularly effective is the support provided by teaching assistants during lessons. Personal social and emotional development is taught well, so that children become confident and self reliant.
12. Throughout the school, very good relationships underpin pupils' learning. Teachers and support staff show every respect for pupils and create a harmonious environment which enhances learning. In return pupils work eagerly and strive to do their best. Pupils like their teachers and appreciate their care and thoughtfulness towards them. Lessons are planned particularly well, to take account of the different abilities of pupils, and this is an improvement on the previous inspection. Teaching and learning are further enriched and enhanced through the involvement of additional part-time subject specialists, as in the case of music and science. The quality of teaching here compliments the work of the full time staff and triggers additional interest and achievement in the pupils.

13. Lessons begin promptly and pupils are fully engaged in motivating activities throughout. In music lessons, for example the level of pupil involvement is very high and the range of artefacts presented not only engages the pupils' interest, but stimulates them to learn more. This approach could be seen in other subjects such as science and mathematics.
14. Pupils behave very well and respect one another because that is what teachers expect of them. Rare incidents of inattentiveness are dealt with quickly and sensitively so that very good relationships are maintained. Pupils approach work confidently in the knowledge that there is help when needed and that their efforts are always valued.
15. In Literacy and numeracy lessons, teaching is generally well planned and structured to challenge pupils. Teachers follow the "three-part" structure of the National Literacy and Numeracy Strategies to good effect. Teachers know their pupils well and effectively target work to meet their needs. The teaching assistants are clearly very skilled and confident in their role. They strengthen the teaching throughout the school and provide additional targeted support where needed. Pupils engage in a range of purposeful activities which include investigative work, discussion, problem solving and writing for a range of different purposes. Throughout Literacy and numeracy lessons a key factor which enables pupils to make good progress is the range of effective questions asked by all staff.
16. Where ICT is taught as a discrete subject teaching is very well organised and pupils make good progress. In general, the teaching is good with some very good features. In the best lessons, teaching is very well organised to facilitate learning. Furthermore, continuous assessment of pupils' skills takes place to enable greater challenges to be introduced where required. However, ICT is not used consistently enough to engage and support pupils in other subjects. For example in science and mathematics, opportunities are missed to use ICT to support pupils with data analysis and problem solving.
17. The deployment of teaching assistants to support pupils with SEN and the quality of teaching and provision offered is very good. Specialist teaching is well planned, enthusiastic and challenging. The specialist support for older pupils is based within the classrooms while younger pupils tend to be withdrawn. The planning is shared between the class teachers and specialist staff regularly. This enables teachers and support staff to effectively work in harmony towards pupils with SEN achieving their objectives. Assessment information is used well by staff to enable them to track the progress being made by pupils with SEN, allowing changes to be made to teaching where needed. Detailed records are kept throughout the year and staff spend considerable time finding out about what pupils' know before planning targets for them. The teaching assistants and auxiliaries work extremely hard to support pupils with SEN and are effective as a team in enabling pupils to make good progress in their learning.
18. The school's systems for assessing and tracking pupils' progress are good. In particular day-to-day assessment has improved since the previous inspection. General targets are agreed by teachers as a result of analysing a range of assessment data. Teachers know their pupils well and are continually checking their knowledge and progress through questions and tests. However, the quality and usefulness of marking is inconsistent and does not effectively enable pupils to improve or inform them of what they need to do next. The reason for this is that a number of different approaches are being operated regarding marking rather than one agreed style. This in turn leads to some inconsistency in the level of challenge pupils receive. This is made difficult for teachers who can have up to three year groups in one class. Establishing clear criteria and a systematic approach would help to build clear parameters for teachers to work to.
19. Teachers set homework for pupils on a regular basis, especially reading and spelling for younger pupils and research projects for older pupils. The homework supports pupils' overall progress as they move through the school and is valued by parents as a mechanism for enhancing their children's learning.

## The curriculum

The quality of the curriculum is **satisfactory** at all stages. Despite its small size, the school successfully provides a broad and balanced range of curriculum experiences for its pupils. Limited, but **satisfactory** extra curricular provision enriches the curriculum. The accommodation, quality and range of learning resources are **satisfactory** to support subjects of the curriculum. Recent building work has enhanced the provision, and more work is planned to complete this process.

## Main strengths and weaknesses

- Staff are very well matched to the needs of the curriculum, support staff have a significant impact widening the scope of pupil's learning
- The support provided to pupils with SEN by teaching assistants and auxiliaries is very effective
- Preparation for the next steps in education are not strongly developed
- Curriculum innovation is satisfactory, but limited at present
- Arts education and participation in broader cultural activities is satisfactory, but not exciting
- There is no development of an outdoor play area for the Foundation Stage children
- The outdoor environment has much potential for development which is not yet realised

## Commentary

20. The curriculum is inclusive and responsive to the differing needs of pupils. It is well planned to make learning worthwhile. It meets all the statutory requirements. Pupils have some opportunities to take responsibilities, but could do more; they do not show a great deal of initiative, mainly because they are surrounded by caring adults who take very good care of them. They would benefit from the opportunity to take more of a lead in certain areas and learn from the difficulties they encounter as well as their successes. Subjects or areas of learning are mainly taught discretely and some opportunities are missed, for instance, to tie in different styles of writing in other subjects, or applying library skills in different subject areas to support their learning across the whole curriculum. ICT could be developed further in the Foundation Stage. It is used effectively in most other respects, for instance, it provides good support for mathematics, but this does not yet transfer into science, where pupils could use it for recording and analysing data. In the Foundation Stage, staff draw well on information from parents to plan for individuals needs.
21. The provision for pupils with SEN is good. The statutory aspect of SEN is clearly documented, involves parents and is regularly reviewed. Individual Education Plans are detailed and thorough with clear objectives towards enabling pupils with SEN to effectively engage with the curriculum. Pupils with SEN have good access to all areas of the curriculum and resources are appropriately deployed to support their needs.
22. There is equality of access to all areas of the curriculum, and good development opportunities for all pupils as a result of the positive intervention strategies that are used. Programmes, such as 'ALS' (Additional Literacy Support) and 'ELS' (Early Literacy Support), are successful in helping to raise standards in literacy for the identified groups of pupils. The national literacy and numeracy strategies have been introduced successfully and have a high profile in the curriculum. A high proportion of the time is devoted to these subjects. However, whilst the numeracy strategy has been very effective, the literacy strategy's emphasis on reading skills, which are already a strength of the school, allows too little time for the development of writing, which the school recognises needs improving.
23. The curriculum planning and policy documents have been revised since the last inspection, and many issues addressed. The planning, both long and short term, is arranged to allow pupils to progress successfully through the required areas without duplicating experiences year on year. The complexity of this process does not encourage teachers to innovate,

25. especially as their workload is already substantial. However, the employment of a range of support staff to ensure a breadth of expertise does benefit the pupils learning and their enjoyment of school. All areas of the curriculum are covered by adult expertise.
26. A range of after-school activities are run (mainly sporting) and are well attended by the older pupils. Outside visits are organised for younger pupils as well and they are greatly enjoyed. The school involves outside visitors on occasion and their input is followed through to ensure that the pupils gain proper insights into the information they bring.
27. The accommodation is safe, attractive, (in the main) and well resourced, enabling the full curriculum to be offered. Learning resources to support all the subjects of the curriculum, including religious education are good. There is a good library space, well stocked and well used. A good ICT suite provides adequate access for pupils to wider levels of information. Attractive displays throughout the school create a positive learning environment for the pupils, parents and staff. There is adequate indoor and good outdoor space for all pupils, but Foundation Stage children are restricted in their freedom to explore play both indoors and out.

### Care, guidance and support

The care, guidance and support for pupils are **good** and enhance pupils learning. Health and safety procedures are **good**. Pupils feel secure and well cared for in school, and there are **good** induction and transfer arrangements. Staff know the pupils very well and arrangements for assessing attainment and progress, although informal, are also **good**. The school uses this information well to provide well-targeted support, advice and guidance for its pupils.

### Main strengths and weaknesses

- The school takes good care of the pupils and ensures their physical well-being
- Children's views are sought and valued
- Adults have good and trusting relationships with the children
- Induction into foundation stage is good

### Commentary

28. Staff are vigilant in ensuring that children in the Foundation Stage, and all other pupils are carefully supervised and safe at all times. They find out about children's health and dietary needs when they join the school and use the information supportively. Children and pupils understand how to use equipment safely and are learning to look after themselves effectively, although the older pupils do not take any specific responsibility for the younger ones. Staff understand the child protection procedures and when necessary liaise appropriately with outside agencies. Accidents are rare; problems and difficulties are analysed and steps are taken to overcome them.
29. Teachers know and respect their pupils well. They respond effectively to their personal needs. Every pupil knows and trusts the adults; they know who to turn to and what to do if there are difficulties. There are good practices for getting to know the children before they start school, for settling them in and to support them well throughout the primary phase. This includes home visits and the school working closely with the local playgroup. Teachers provide informed support for pupils as they mature, guiding them well. Information is provided about the transfer to secondary school. This is clear and visits are co-ordinated for those pupils who are ready to leave.
30. Pupils know that their views matter. They respond sensibly to regular consultation and staff respect and try to act on what they say. They help to devise school and class rules and are encouraged to think of ways to improve school routines, such as those for outdoor play. Pupils are involved in setting their personal targets.



31. Pupils with SEN are well cared for by a dedicated and effective team of teachers, teaching assistants and auxiliaries, within a small school environment. Specialist teachers and support staff know the individual needs of pupils well and work collaboratively to cater for their needs.
32. The points for improvement noted in the previous report have been fully implemented. The monitoring of children's personal development is mainly informal; it is effective due to the relatively small school roll and the close working relationship of the staff. Comments are included in the annual reports to parents. The school is participating in the Healthy Schools scheme and plans to reach the national standard in the current school year.

### **Partnership with parents, other schools and the community**

Partnerships with parents and the local community are **good**. These have a very positive impact on the achievement of pupils. Positive links exist between the school and other schools in the vicinity.

### **Main strengths and weaknesses**

- Parents hold the school in high regard; by choosing the school they are often making a positive choice, eliminating other alternatives
- There are good links with the community to the benefit of all parties
- The information given to parents is good, for example newsletters and information about the curriculum and topics
- The targets shown in the pupils' annual school reports lack clarity and definition

### **Commentary**

33. Generally good communication keeps parents well informed about their children's progress, though some parents despair of their children's inability to produce written information on time. Parents are well satisfied with what the school provides and most are able to help their children in meaningful ways. Many help productively both in school and beyond. In school it is mainly with extra-curricular activities for example football, high fives and cycle training. The involvement with reading at home appears to be particularly successful. Parents' views are sought and they are satisfied with how the school consults them and how it responds. Procedures for dealing with complaints are businesslike and effective.
34. The school is outward-looking and has productive links with the community, notably the three local churches. Individual teachers develop community links and these benefit pupils learning effectively. The school makes good use of the community to tap into skills and resources that strengthen governance, decision-making and pupils' learning. People from the community visit the school and use its facilities from time to time. Occasional visits or visitors enrich the curriculum.
35. The school serves a widely dispersed community with many of the children coming to school on the school bus; nevertheless the school has good support within the community. There is a very strong friends of the school association which raises substantial sums of money giving very high levels of support for a small school. Funds have been used to provide percussion instruments and to purchase one computer per year over the last five years.
36. The exchange of information on pupils with partner schools is satisfactory. The school participates in liaison with other schools and in some joint arrangements or events. Relationships with key personnel are focussed on the matters that affect pupils. The school seeks information from providers about incoming pupils and uses the information sensitively to support the induction of new pupils.

## LEADERSHIP AND MANAGEMENT

Leadership and management are **good**, the governance of the school is **very good** as the governors have a very clear commitment to the success of the school and an understanding of what they want from the school. They are both supportive of the staff in their work, and properly challenging in the way the school develops. The headteacher provides **good** leadership, and the leadership of the staff is good. The management of the school is also good, the headteacher and staff manage well, despite each person having many diverse responsibilities.

### Main strengths and weaknesses

- The governors' strong and successful commitment to creating an inclusive school at the heart of the community
- The good leadership of the headteacher provides effective motivation for staff and pupils
- Staff provide good role models
- The school is honest and thoughtful in the self-evaluation it undertakes and is using these findings effectively
- The performance management of staff is thorough and effective in bringing about change

### Commentary

37. The governing body makes a major contribution to the leadership of the school and its successes. It is fully involved in strategic planning and formulating policies, and supports staff in implementing them. Governors keep in close touch with the school's work across all the stages, and this cements the partnership between the school and the governing body into an effective team. The pattern of the governing body's work meshes well with the school's development cycle, so that both are very influential. Governors are very well aware of the school's strengths and weaknesses and deal with them openly and frankly, contributing fully to the development planning. Performance management procedures are taken seriously by the governing body and monitored closely.
38. The leadership of the school is principled, well established and effective across the whole school. There is a drive for improvement and a clear sense of direction. Staff form a team, they share a common sense of purpose and make an effective contribution to the school's goals and values. Relationships are cordial and characterised by mutual respect. The school reviews its performance and evaluates systematically the effectiveness of teaching, providing feedback and support, and managing performance with commitment and integrity. The school improvement plan, identified as a weakness in the previous inspection, is now a strategic document; governors as well as staff are consulted appropriately on the priorities it identifies. The evaluation processes undertaken by the school are open and realistic about the strengths and weaknesses that exist. The pupils' performance in standardised tests is generally as good as that of schools in similar circumstances. The reasons for success are evaluated and further improvements planned.
39. The school is organised efficiently and managed reflectively, informed by good management practice. Essential functions are covered well and procedures are not unduly bureaucratic. All teaching staff are clear about their roles, responsibilities and personal objectives, and have ready access to guidance, support and relevant training. The delegation of responsibilities is uneven at present, but there are good reasons for this and plans are in place to ensure a better balance.
40. The management of special educational needs by the co-ordinator is good. The headteacher, who is also the SENCO (Special Educational Needs Co-ordinator), knows the pupils well and she provides good leadership, advice and organisation. Pupils with SEN are monitored regularly and the information is effectively used to inform teachers' planning and inform parents. The SEN support assistants in the school clearly follow her guidance and make good

41. use of the materials she provides. The governor with particular interest in SEN is very supportive of the school and regularly meets with the headteacher to discuss provision and pupils' progress.
42. Finances are managed efficiently and effectively and the deployment of resources discussed and agreed with governors. The substantial carry forward in last year's budget, (equal to 13 per cent of the income) has been allocated to maintain the broad range of staffing at its current successful level in line with the school's clearly defined priorities. In the recent development of the building the principles of best value were clearly applied to the successful management of the project. The school's success means that despite the higher than average costs associated with small school it provides satisfactory value for money.

**Financial information**

*Financial information for the year April 2002 to March 2003*

Income and expenditure (£)	
Total income	188,485
Total expenditure	187,387
Expenditure per pupil	2,466

Balances (£)	
Balance from previous year	23,586
Balance carried forward to the next	24,684

## EXAMPLES OF OUTSTANDING PRACTICE

### Example of outstanding practice

**A Year 5 and 6 music lesson, part of a sequence, encouraging pupils' to create cyclic patterns and look for sustainable rhythms using percussion instruments.**

This excellent lesson begins with atmospheric use of pulsating ethnic music stimulating enthusiasm and interest. This creates a feeling of excitement and interest for the class. Pupils enter the hall expectantly, with minimum teacher direction. The lesson is particularly well planned, and resourced with a range of interesting musical instruments, many belonging to the teacher.

The opening is a huge success, largely because of the stimulating positive teaching provided by this experienced music instructor. She encourages experimentation with the instruments; asking open-ended questions to engage pupils' in reflecting on what they have learned previously. Her style is brisk, the pupils have to think quickly, and explain the importance of instruments such as the drum in perpetuating a cyclical pattern. Pupils quickly plan the rhythms they want to use, discussing their work in terms of standard musical notation.

All work is carried out with enthusiasm and in a real spirit of co-operation. The lesson is characterised throughout by high levels of challenge, sustained concentration and all pupils engrossed in their work. Pupil-to-pupil discussions are carried out quietly, but with a high degree of thought and motivation. Activities demand sustained team effort and practice before they can be performed. Nobody is distracted from the task and extraordinary levels of inventiveness and creativity are tangible throughout the lesson. There is a high degree of enjoyment and personal achievement through participation and experimentation. The time passes rapidly!

The instructor's excellent subject knowledge, enthusiasm and great rapport with the pupils guarantees success. Challenging objectives are clearly met with many pupils making outstanding progress in their musical knowledge and expertise. The differing needs of pupils are thoughtfully planned for ensuring the "enjoyment" factor is high. An extremely positive atmosphere characterises the whole lesson. It ends with pupils disappointed that they cannot stay longer. They leave to the sound of pulsating rhythmical music ringing in their ears.

## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS**

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

43. The improvement in the provision since the last inspection is **good**, particularly with regard to knowledge and understanding of the world. At the time of the inspection, there were nine children in the reception year, five of whom go home at lunchtime. The school follows Cornwall LEA's induction guidance whereby children begin school in the term of their fifth birthday. These children are taught in a mixed age class, alongside year 1 pupils. There are good induction procedures in place for reception age children, which help considerably in the "settling in" process. The reception auxiliary is experienced and particularly caring which helps to ease the transition from home to school.
44. Baseline assessments are carried in the early part of the term, when children have been in reception for a few weeks. These assessments provide an indication that attainment on entry is just above that of children of the same age nationally in most areas, particularly in personal, social and emotional development along with creative development. Detailed daily assessments are also carried out and all skills progression is carefully recorded to enable staff to quickly know how well a child has progressed.
45. There is equality of access and opportunity for children and adults. Children's experiences are valued and shared by staff and those with special educational and emotional needs are well supported with time being given to assist them. There is a harmonious atmosphere within the classroom, parents feel welcome and receive good levels of information, particularly with regard to how to support their child's learning at home.
46. The management for children in the early years is good. The classroom space is restricted, with limited storage, which means that activities have to be carefully prepared to enable appropriate learning to take place without spillage or accidents occurring. Children are also encouraged to be self sufficient and return resources to their "home" to ensure the classroom remains tidy. Daily assessment and recording procedures are meticulously carried out and shared to great advantage. The teacher keeps clear records of monitoring and evaluation towards tracking children's achievement over time. This is an improvement since the last inspection.
47. Teaching and learning is generally good, although when the whole class is being taught together by the teacher, issues of control with older pupils sometimes detract from the overall learning experience for reception children. There is a good teamwork approach to teaching and learning with clear benefits for the children. The planning is good and is shared between the teachers and support assistants, which ensures consistency of practice. The children are taught by the class teacher and, under her supervision, by a teaching assistant, auxiliaries and a music instructor. The activities prepared for the reception children are well planned and resourced to meet their needs and interest. This is an improvement since the last inspection. Children have a secure relationship with their teacher and adults who work closely with them and they are well supported.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

Provision in personal, social and emotional development is **good**

## Main strengths and weaknesses

- Adults provide good role models
- All areas of learning contribute to this area of development
- Relationships are good
- A variety of resources are used well to develop this area.

## Commentary

48. Children are confident and their social and personal development is above average when they enter school. However, this year's intake are quiet and reserved and staff are working on strategies to enable them to talk and interact more. The adults provide good role models for their children and treat each other and the other children with courtesy and respect. Play is very well structured and children experience a variety of activities to develop their personal, social and emotional skills. There are a range of dressing up clothes in the "House of the Bears" and children are encouraged to take time to role play using these. Furthermore, experiences from a recent "Teddy Bear's Picnic" trip enables children to talk about how to look after their bear. In lessons children concentrate for sustained periods and are guided well by effective adult support. There are good opportunities to develop independence.
49. The well-established practice of 'circle time' makes a good contribution to the development of language and interpersonal skills. The number of positive adults supporting a relatively small group also helps enormously in their personal, social and emotional development. Children participate well in games, are able to share and have a good sense of belonging to the school community after a relatively short time in school. Children behave well in assembly, music and while listening to stories. Good progress is being made in these areas, building on the skills and knowledge children start school with.

## COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy development is **satisfactory**

## Main strengths and weaknesses

- Good opportunities are provided to enable children to talk and express themselves
- Regular reading opportunities support the development of reading fluency
- Regular assessment is used effectively
- Greater challenges in writing and reading are needed to stimulate development, particularly of the more able

## Commentary

50. Children enter reception with uneven levels of communication and language skills, but make rapid progress as a result of good teaching. The teacher and teaching assistants carefully assess children's communication skills and language proficiency when they enter reception. The current group of children are relatively confident in their writing but are reluctant speakers. Teaching objectives therefore, focus not only on improving letter formation further but also, engaging pupils through effective questioning strategies, to enable them to talk. The development of communication and language skills is given a strong focus and all adults working with the youngest children employ good questioning skills to engage children in talk. Adults provide good role models, using a range of appropriate language to develop knowledge of both vocabulary and sentence structures. Every activity that children engage in has a strong language focus.

51. Standards in communication, language and listening development are satisfactory and in particular their listening skills are good. Children listen well and are able to follow instructions effectively, for example, when cooking biscuits. Although some are quite reserved, they are able to explain very clearly about their visit to the “teddy bears’ picnic”. Children listen well in whole class situations but lose concentration when direct teaching goes on for too long or where the direction of the lesson is disrupted by inappropriate behaviour.
52. Children take a book home on a regular basis so that their parents can read it to them. This is a well established practice and children say that they like this routine. Children read well for their age. Some are hesitant and pick up clues about the words from the pictures. However, the most advanced reader was sufficiently confident to read the words with some fluency. Overall children have good letter recognition but are not as aware of their sounds or blends. The most able reader found the book quite easy and could be challenged further, through more difficult stories and texts.
53. Children in reception have good opportunities to use the library area to look at books with an adult. The classroom has a print-rich environment, with clear labels to engage children. All of this helps to develop a good level of interest in books. Children are able to write a few words supported by adults. They have good opportunities to practice handwriting and they make satisfactory progress towards forming their letters and numerals accurately.
54. The quality of teaching and learning is satisfactory overall, children are well supported, and this ensures that children make satisfactory progress. Assessment is a regular feature and enables the teacher and adults to identify how well children are achieving. However, assessment could be used to greater effect towards providing more challenging work and reading opportunities for those children capable of it.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**

### **Main strengths and weaknesses**

- Good use of number games and rhymes
- Good teaching of basic mathematical concepts
- Good opportunities to apply their skills and knowledge and recognise mathematics in their everyday world
- Good opportunities to investigate and use a variety of resources
- Very good support provided by teaching assistants

### **Commentary**

55. Children enter reception with a wide range of mathematical skills, but make rapid progress as a result of good teaching. Good opportunities are provided to assist children count objects in a range of familiar situations. Children build quickly on earlier experiences, learning to sequence numbers to 20. In their work books, able children can recognise number sequences to 40 and simple addition and subtraction. Most can identify and associate words with numbers, for example one = 1; two = 2. They are also able to apply their sequencing skills to real situations. For example, when they retell the events of their recent trip to the “teddy bears’ picnic”, they are able to identify, “first”, “next” and “after”.
56. Children can identify, match and name familiar two-dimensional and three-dimensional shapes. Good teaching techniques, effective deployment of resources to engage interest and appropriate questioning, enables children to recognise squares, triangles, rectangles and circles. Furthermore, they can talk about “bigger” and “smaller”, count the sides of two-

57. dimensional shapes and describe the differences. Some children recognise some of the names of three-dimensional shapes such as “cone” and can count the number of sides in a cube.
58. Children are given many opportunities to recognise mathematics in their everyday lives and apply their mathematical knowledge. This was effectively revealed during a very good lesson when the children made biscuits with the teaching assistant. First the children had to measure and mix the ingredients, then roll out the pastry and make the biscuit shape using a regular shape. All the while the teaching assistant was checking their understanding and encouraging them to apply their knowledge through good questioning strategies.
59. Teaching and learning are good overall. Very good strategies are employed by all adults to direct children towards recognising mathematics around them. Activities sufficiently challenge children and they are making good progress as a result of this.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

Provision in knowledge and understanding of the world is **good**

### **Main strengths and weaknesses**

- Good opportunities to use the classroom computer to develop skills
- Good use of recent class trip to develop ideas and interest
- Effective planning and resourcing of activities
- Effective questioning used by all adults to engage children
- Inadequate number of computers to meet the needs of children

### **Commentary**

60. Children know a great deal about the world in which they live and are making good progress. This is an improvement on the previous inspection. Children use the classroom computer with confidence and demonstrate sound skills in controlling the mouse to move a cursor on the screen to “dress teddy”. However, there is only one computer operational and this is relatively old. This is insufficient provision to address the developing needs of young children.
61. Teaching and learning are good in this area, particularly in relation to investigating scientific ideas appropriate for this age. For example, during their very successful visit to Lanhydrock House, children were able to follow a clue trail in the grounds left by the teddy bears to the picnic. Following the visit, each child made a teddy bear using different materials. During a lesson, children created shelters to protect their teddy bear and recognised the importance of shelter, water, air and food for survival. Children recognised the sequence of events during the visit and were able to recount these using “first” and “next”. Children are particularly well supported and encouraged by effective teaching assistants, auxiliaries and parents while they work in groups. They employ good questioning techniques to engage children and to encourage them to recount their experiences. During one such group session, children were creating caterpillars from cutting and sticking leaves. The activity was well resourced with glue, paper, leaves, magnifying glasses and scissors. Children were able to observe leaf patterns closely using the magnifying glasses. They were able to learn about caterpillars from first hand experiences, develop their fine motor skills using scissors, engage their imagination and freely talk about the habitats of small creatures such as caterpillars. The success of the lesson was due to effective planning, appropriate resources, good auxiliary support and questioning skills. Children in reception are building on what they already know about the world around them and are making good progress.

## **PHYSICAL DEVELOPMENT**



Provision for physical development is **satisfactory**

### **Main strengths and weaknesses**

- Good range of opportunities to use small equipment and develop fine motor skills
- Inadequate outdoor area to meet the needs of children in their physical development
- Insufficient large, outdoor toys to engage children

### **Commentary**

62. Standards in physical development are broadly in line with expectations. Most children enter reception with physical skills which are in line with those expected for their age. There are a number of opportunities their skills using small apparatus in the hall. However, opportunities to develop their skills using large toys and apparatus are limited by the limitation of the outdoor area as a teaching resource and insufficient large toys, tricycles and resources. The outdoor area is used a lot by the children and is effectively supervised by an adult at all times. However, this is recognised as an area for future development. Children in reception use the hall and the equipment in it with growing confidence and enjoyment.
63. Children learn to handle small objects appropriately and sufficient opportunities are provided for them to practice their fine motor skills. They use pencils, scissors, paintbrushes, magnifying glasses and glue spreaders safely and accurately. There are a number of pieces of work in the classroom that illustrate the care that children take with their work. For example, creation of skeletons using art straws and making teddy bears using a wide range of different materials and fabrics. In general children are making satisfactory progress.

## **CREATIVE DEVELOPMENT**

Provision for creative development is **good**

### **Main strengths and weaknesses**

- The wide range of opportunities provided for pupils to develop
- Good adult support
- Good range of resources, including dressing up clothes
- Effective planning
- Effective teaching and questioning skills
- Very good provision for musical experiences

### **Commentary**

64. Teaching and learning are good in reception. Children are provided with good opportunities to develop their creative skills in a well-organised role play area which they utilise with confidence and independence. This area, which is well resourced, provides good opportunities to exercise children's imagination and develop language and social skills. Teaching assistants make a valuable contribution in supporting language development and in encouraging 'reluctant' communicators to engage with those around them. Progress is good overall.
65. All adults ask appropriate questions as a means to teach children the related vocabulary of colour, texture, shape and space. Children enjoy using paints, mixing them and experimenting in their artwork. They are equally at home when using art straws, clay and materials. For example when they made teddy bears using a range of fabrics and created shelters to protect their bears. Children are also given opportunities to make pastry with the teaching assistant. To do this they had to recognise and weigh the ingredients before mixing. Once the pastry was made, and before baking, children created shapes using the tools available to them. Children learned a great deal from this well planned activity, extending their manipulative, creative and language skills.

66. Reception children are encouraged to use a variety of resources to explore and experiment with creatively. They are encouraged to make drawings from their observations and show good skills in this. Some of the children's work samples show good use of different resources and methods to blend colours and create pictures. Children's art is valued and displayed to a satisfactory standard to create a pleasant learning environment.
67. Music is a key feature of the week and children enjoy the exciting lessons provided by a visiting musician. They listen carefully to the sounds made by percussion instruments and enjoy opportunities to explore the sounds these instruments make. They can perform action songs which help them develop a sense of rhythm and enjoy moving freely to ethnic music played to them. They can sing in tune and move in time to music well.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **English**

Provision in English is **satisfactory** overall.

### **Main strengths and weaknesses**

- Pupils get insufficient practice and challenge in developing their writing to a good length and for a wide range of purposes
- Reading is good at all levels in the school
- Open ended questioning is used well to tease out pupils' knowledge and understanding and they contribute very effectively in all lessons
- Pupils are interested in their work and the activities teachers provide for them
- Pupils are not always sure what they should do to improve their work, as the marking does not always give pupils a clear picture of what they need to do to improve

### **Commentary**

68. Standards in English are rising in the school, particularly at Key Stage 1. However, the picture is uneven. Reading has been relatively strong at both key stages for some years and was reported as such at the time of the last inspection. Writing, which was considered satisfactory at the time of the last inspection, is still significantly behind the levels achieved by pupils in reading. Although this mirrors to a degree the national picture, the gap is wider than that normally found. When the national comparative data for 2003 tests becomes available it is likely to show that whilst reading is well above average standards in Year 2, writing is likely to be close to the average, and a similar picture is likely found for Year 6.
69. During the course of the inspection it was seen that pupils with special educational needs and higher attaining pupils do well, particularly with reading. There is a wide range of abilities in the school, and as all classes have more than one year group the teachers have to plan carefully, capitalising on the work of the support staff to ensure that pupils are achieving the levels they are capable of. Boys appear to be doing better than girls in some cohorts, but in part this may be due to a marked variation in the numbers with few girls in some years.
70. Standards in speaking and listening are above average in all year groups. Pupils are confident speakers and most are good listeners. All have a wide vocabulary and they are given many good opportunities to express their ideas and to listen and reflect on what their peers have to say. Few drama activities are built into the curriculum, but there are many good opportunities to discuss what they are doing with adults and other pupils.
71. The school has put into place structures that ensure good progress in reading. Support staff monitor these carefully, and parents are encouraged to work with their children at home, which they appear to do effectively. There is a clear culture of reading for enjoyment in the school.

Older pupils from Years 5 and 6 know which authors and poets they like and why. A Year 6 pupil responding to his teacher explaining how the poet Pie Corbett uses personification and metaphor to make poetry vivid and interesting immediately offered his own example. "The noisy sea spilling like a frothy milkshake onto a golden carpet". Younger pupils understand and use effectively a range of strategies to read new words and unhesitatingly pick challenging books to read and talk about. All pupils identify favourite stories with the individual teachers who had introduced these to them and the general enthusiasm for books is reflected in the well-maintained and well-used library.

72. Teachers have identified the need to improve standards in writing, but progress is slow. Older pupils are confident writers, but do not write with the enthusiasm they have for reading. Staff have worked hard at establishing a structure to the writing process. Pupils plan their work thoroughly, they are given interesting tasks and encouraged to write in a range of styles. This work has resulted from whole school in-service training and consultation with a specialist teacher. This has identified the need for greater consistency in the teaching of writing and for the setting and monitoring of appropriate targets for pupils. However, pupils' writing lacks spontaneity, and there is a mismatch between what they say and know, and what they are prepared to write down. The level of challenge especially for the more able pupils is too low and they do not write at sufficient length on a regular basis.
73. If the standard of writing is to improve further, teachers need to set higher expectations on the time pupils take to complete their work, the length of their scripts and the quality of vocabulary they employ. The marking of work needs to be more consistent. It needs to set out what individuals need to do to improve. More able pupils need challenging in terms of the style they use and the quality of their work. Success needs to be celebrated so that the successful reading culture extends into a successful writing culture.
74. In the lessons seen the teaching was good overall, but there was not the flair that teachers brought to other subjects. Pupils are engaged in the tasks they are set and reflect thoughtfully on what they what they are asked to do, but the pace flags when they are asked to put their ideas onto paper. Teachers plan well, they make very good use of support staff to encourage pupils with special educational needs. Resources are of a good quality and staff involve all pupils, often with open-ended thought provoking questions. Pupils know how to use a dictionary and other support materials such as a thesaurus, but in doing so tend to get drawn off task.
75. The headteacher is the subject co-ordinator, and in this role she gives this subject clear emphasis in the curriculum. Work in the classrooms is monitored, but the small number of pupils in the school makes it difficult to establish a suitable range of standards to moderate. It is already planned that the staff will work with a neighbouring school to establish criteria to set clear parameters for the standards they seek the pupils to achieve.

### **Language and literacy across the curriculum**

76. Pupils make effective use of their reading skills in a range of other subjects to find facts and information. This is most effective in researching facts and information for humanities subjects such as history and religious education. At present, opportunities for pupils to use extended writing activities in other subjects are underused.

### **MATHEMATICS**

Provision in mathematics is **good**.

#### **Main strengths and weaknesses**

- Pupils are enthusiastic and enjoy mathematics
- Resources are good

- Implementation of the daily mathematics lesson is effective
- Good support is provided by adults which encourages pupils, particularly the less able
- The subject is well led
- All pupils are challenged by the work, particularly the able
- Homework is regular and an important feature of mathematics teaching
- Control technology is used effectively to enhance learning
- More use needs to be made of ICT as a tool for learning
- Greater consistency is needed in the marking of pupils work to reinforce what they need to do to improve

## Commentary

77. The level of improvement since the last inspection is **good** overall but greater improvement can be identified within Key Stage 1. The school's cohort size is small and in Key Stage 2 there is a high level of pupil mobility which has an impact on the end of Key Stage test results.
78. All lessons follow a three-part structure with mental skills being practised successfully at the start. Very good use is made of practical apparatus to reinforce pupils understanding, for example number cards in Year 5 and 6, and personal "white" boards with younger pupils. In Year 1, games are employed effectively to enable pupils to recognise and talk about 2D and 3D shapes. Most are able to recognise the differences between squares, rectangles, circles and triangles. Good use of resources and effective questioning by the teacher enables younger pupils to accurately use words such as "base", "face" and "side" as well as describing the features of different shapes. In the Year 2, 3 and 4 class, pupils enjoy the excitement of trying to guess the shape hidden in the "awe and wonder" box. Very good instruction at the beginning of the lesson ensures that pupils not only know what to do, but that they must help each other to find the answer. Very good questioning is used by the teacher to focus pupils into using accurate mathematical language such as "cylinder", "cuboid" or "cone". The lesson is supported well and enhanced by the contribution of effective teaching assistants who, along with the teacher, challenge all pupils regardless of ability. In the Year 5 and 6 class very confident teaching enables pupils to manipulate decimals with confidence. The lesson is carried out at a very brisk pace with some effective questions being asked to guide pupils towards explaining the strategies they used when finding the answer. For example when considering  $40 \text{ multiplied by } 0.9 = 36$ , pupils provide different routes to the answer. The teacher knows the ability of her pupils very well and able pupils are challenged through specific and taxing questions. Very good teaching engages the interest of all pupils in lessons and participation is high. As a result, throughout the school, pupils are enthusiastic about their mathematics, concentrate for long periods and enjoy the subject. Girls and boys receive equal opportunities to progress in lessons.
79. Pupils clearly enjoy mathematics and eagerly talk about their work with confidence. Year 5 and 6 pupils explained "probability" clearly. They have significant knowledge about how to decode a word problem and focus on the important aspects, ignoring redundant statements and description. All of the pupils are able to talk about their work with confidence and explain why homework is an important feature towards improving their mathematical knowledge.
80. The quality of teaching across the school is very good. Teachers clearly enjoy teaching mathematics and are confident when addressing complex problems. This results in all pupils, including those with special educational needs, making very good progress. Teaching is well planned, relates closely to the expectations of the National Numeracy Strategy, and is sufficiently challenging to meet the needs of the ability and age ranges in classes. Teachers have very good subject knowledge and work hard to teach pupils basic concepts, facts and key words. They have very good expectations of pupils' behaviour and ensure that the lessons have clear objectives that the pupils understand. Good use of homework is made, particularly with older pupils, to extend their understanding and interest. Throughout the school, all adults are effective in their use of questioning skills as a key teaching tool. This strategy prompts pupils to make thoughtful choices, respond quickly and evaluate what they have learned.

81. Teaching assistants work very closely with teachers and provide very good support for all pupils towards developing their skills and knowledge in mathematics. For example, a small group of Year 2 pupils were able to improve their understanding of direction, grids and instructions through the use of a Roamer computer. The lesson was well planned and resourced with a grid marked on the floor in readiness. Very good questioning by the teaching assistant encouraged pupils to think about the commands needed to guide Roamer to its destination, along with half turns, right angles and distance in squares. Pupils learned quickly in an atmosphere filled with application and enjoyment.
82. Leadership and management of the subject are very good. The co-ordinator, (headteacher), has a clear overview of the issues towards raising standards and strategies regarding improving the challenges for able pupils in particular. Resources overall are sufficient for the needs of pupils and are well maintained and managed. Aspects of ICT provide very good additional support for lessons, for example, the use of control technology. However, ICT is not a consistent feature of mathematics teaching across the school.
83. Pupils' work is regularly assessed and targets for improvement are clearly provided by teachers. Daily assessment strategies are a positive feature in the youngest age class, where they are well embedded and provide up-to-date information on how well pupils are achieving. Throughout the school optional end of year assessments are deployed with each year group to provide diagnostic information regarding pupils' progress. Although, these features of assessment are rigorously carried out by teachers and are effective in supporting pupils' learning, marking of work in books is inconsistent, because of this some pupils lack the necessary regular guidance on how to progress.

### **Mathematics across the curriculum**

84. Teachers make limited planned use of mathematics in other subjects, but pupils confidence in their own mathematical ability is such that they readily use calculations to extend their studies. For instance, a Year 5 pupil preparing a biography and studying the life of Harriet Tubman knew only that she had died in 1913 at the age of 93, but immediately worked out that she was born in 1820. This coincidental use of mathematics could be strengthened by planned opportunities to extend and develop skills more systematically.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Pupils are enthusiastic and enjoy science
- The quality of teaching in Key Stage 2 is good
- Good support is provided by adults which encourages pupils, particularly the less able
- Science teaching by a specialist is particularly effective
- The subject is well led and managed
- More use needs to be made of ICT as a tool for learning
- Current marking strategies are inconsistent

### **Commentary**

85. The level of improvement since the last inspection is **satisfactory** overall but significant improvement can be identified within Key Stage 2. The school's cohort size is small and in Key Stage 2 there is a high level of pupil mobility which has an impact on the end of Key Stage test results.

86. The standards achieved by pupils are in line with national expectations by Year 2 and above in Year 6. Pupils in all years enjoy their science lessons and are enthusiastic about what they learn. As a result, pupils generally achieve at least as well as those in similar schools with some older pupils doing considerably better. Pupils with special educational needs achieve well in relation to their prior attainment. Teachers and teaching assistants actively make provision to support the needs of particular pupils and they benefit from this provision.
87. Pupils clearly enjoy science and eagerly talk about their work with confidence. Younger pupils talked eagerly about their work from their recent "Teddy Bears' Picnic". Pupils across the school have also been involved in a "Healthy School Programme", bringing health into the science curriculum. Year 5 and 6 pupils investigated the importance of a nutritious diet and evaluated the impact of carbohydrates, vitamins, minerals, proteins, fats and sugar in food. Many were able to explain the impact of these components on our health. Year 2 pupils also carried out experiments into the effect of different substances and food additives on teeth. To do this they carried out tests using alkaline and acidic substances, such as milk, pure orange juice and sugar drinks. From this they were able to reach conclusions which they discussed effectively and wrote about. All of the pupils talk about their work with confidence and explain why a healthy diet is important. Girls and boys receive equal opportunities to progress in lessons.
88. The quality of teaching across the school is generally good. Teachers clearly enjoy teaching science and have appropriate levels of subject knowledge. They plan lessons effectively and work hard to teach pupils basic facts, concepts and key words. The result is that most pupils, including those with special educational needs, make good progress. The older pupils are taught very effectively by a science specialist who is employed by the school on a part-time basis. His enthusiasm and clear expertise has enabled pupils to become analytical in their investigations, write evaluative reports and attain higher levels of scientific understanding. Teachers have good expectations of pupils' behaviour and ensure that the lessons have clear objectives that pupils understand. Throughout the school, all adults are effective in their use of questioning skills as a key teaching tool. This strategy prompts pupils to make thoughtful choices, respond quickly and evaluate what they have learned.
89. Teaching assistants work very closely with teachers and provide good support for all pupils towards developing their skills and knowledge in science. For example, following their visit to Lanhydrock House, a small group of Year 1 pupils created shelters to protect their bears from the weather. Good questioning by the teaching assistant encouraged pupils to think about and understand why it is important for shelters to be built to protect us.
90. Leadership and management of science is good. The co-ordinator monitors the quality of science throughout the school, sets targets for pupils with teachers and discusses areas that could be improved, for example, increasing the number of visual aids in science to assist less able pupils. The co-ordinator has a clear overview of the areas that need to be reinforced towards raising standards, for example, developing teachers' expertise in data processing, increasing science investigations and the use of ICT to support science teaching and learning. Resources overall are sufficient for the needs of pupils and are well maintained and managed.
91. Assessment is generally satisfactory across the school. Daily assessment strategies are a positive feature in the youngest age class, where they are well embedded and provide up-to-date information on how well pupils are achieving. Throughout the school optional end of year assessments are deployed with each year group to provide diagnostic information regarding pupils' progress. Although, these features of assessment are regularly carried out by teachers and are effective in supporting pupils' learning, the marking of work in books is inconsistent and because of this some pupils lack the necessary regular guidance on how to progress.

## INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **good**.

### Main strengths and weaknesses

- The employment of specialist support staff is extending pupils knowledge and understanding of the subject well
- Pupils are enthusiastic and willingly spend more time completing work and tasks they have been set
- The resources for the subject have been extended and staff expertise and confidence is good
- Opportunities to reinforce learning in other subjects such as mathematics and science are missed

### Commentary

92. Pupils in Year 6 are achieving standards in ICT that are at least in line with national expectations, and in some respects above them. Younger pupils in Year 2 are already achieving levels expected by the end of Key Stage 1, and are confidently working at higher levels. Pupils in Year 6 use spreadsheets to organise and collate information. They use simple formulae to calculate costs and answer questions posed in their geography work. Their enthusiasm is such that they happily work through their break. Pupils in Year 2 working with a 'Roamer' programmable computer on a floor grid, confidently predict what will happen for each step in the program. They give clear explanations of angles for the unit to turn and how far it will move. They work together well, taking turns and respond well to being given increasingly challenging tasks that further extend their learning and understanding not just of ICT but also mathematics.
93. The subject is popular with pupils of all ages. The youngest pupils make good use of a program to help them write simple sentences. They confidently use a range of computer tools and get very excited when they discover new tools and techniques. The support assistant is confident to allow pupils to learn by experimentation. This means that they do not always achieve what they intend, but their learning is all the greater for having to work out how to try and rectify the mistakes they make.
94. In conversations with pupils and from looking at examples of their work it is clear that they are covering almost all elements of the curriculum. Only technical problems, for instance with e-mail access prevent full coverage. The direct teaching of ICT skills is allowing pupils to make rapid progress, however, the limited access to sufficient computers and the space in which to use them hinders the regular use of ICT to support all subjects in the curriculum. Pupils understand how they might use computers to carry out tasks more effectively, but point out they have share the limited resources.
95. The management of the subject is good. Most instruction is carried out by the support assistant in conjunction with the work planned by the teacher. Lack of time, space and sufficient resources are the most significant restrictions on the wider development of the subject. Individual pupils have a portfolio showing the range of work they have covered and demonstrating the skills and knowledge they have acquired. The structured approach followed by the school ensures that progress from the time of the last inspection when work was only rated as satisfactory is now good.

## Information and communication technology across the curriculum

96. During the inspection, relatively little work was seen to involve ICT apart from the direct instruction by the teaching assistant. In the majority of lessons seen throughout the school few pupils used ICT in any way to support their learning. Talking to pupils it is clear that it is not yet seen as a regular feature of their learning, although everyone referred to the computer they used at home for examples of what could be done.

## HUMANITIES

In humanities work was sampled in **geography** and **history**. Two lessons and one part lesson were seen covering both subjects. It is not possible on this basis to form an overall judgement. Comments are based on these lessons, on an examination of pupils' previous work, displays around the school and discussions with pupils and the subject co-ordinator.

### Geography and History

Provision in geography and history is broadly **satisfactory**.

#### Main strengths and weaknesses

- Pupils enjoy the subjects
- The co-ordinator who is part-time has no opportunities to monitor or evaluate the work in the subjects

#### Commentary

97. Work in both subjects is carried out on a two year program designed to ensure that all required aspects are covered. The school make good use of the local services to get extra resources for the pupils to use. For instance, in a lesson on Ancient Greece with pupils in Years 5 and 6 the teacher had brought in a wide range of books from the local library service. These provided a good level of stimulation and the pupils used them sensibly to research background information about Greek gods. Pupils are quick to make connections, realising that the goddess Athena had to relate to the city of Athens and that the myths surrounding the gods were uncertain and could be interpreted in different ways. Older pupils have good research skills. They use books confidently, for instance, accurately identifying countries, cities and other features in an atlas. However, these research skills are not extended into utilising ICT to find out a wider range of information.
98. The school makes appropriate use of visits to local places of interest, historic houses, and a nearby farm to widen pupils understanding and provide stimulating experiences. The youngest pupils had recently visited Lanhydrock House and talked enthusiastically about their exploration of the grounds, the activities they had carried out and what had happened whilst they were there.

## Religious Education

Provision in religious education is **satisfactory**.

#### Main strengths and weaknesses

- Pupils have very positive attitudes to the subject; they respect their own faith and those of others
- The curriculum is planned to meet the needs of the locally agreed syllabus
- There are no assessment procedures



## Commentary

99. Standards of attainment are in line with the expectations set out in the locally agreed syllabus. This was the case at the time of the last inspection. Only one lesson was seen during the course of the inspection, but a range of work was examined and discussions took place with pupils, parents and the co-ordinator.
100. In the lesson seen teaching was good, pupils make good use of a range of sources to discover information about Sikhism. This research includes using books and ICT. The Year 5 and 6 pupils are given clear instructions for their research tasks, and they carry these out thoughtfully. Their discussions are perceptive and reflective. The tasks have relevance for them, as earlier in the term the teacher invited a pupil's mother who is a practising Sikh to come and talk to the pupils about her faith. The other parents reported that this had real significance for their children as they related the knowledge they had learned to real people they knew. The new learning they make in this lesson deepens their understanding of the subject further and reinforces their knowledge appropriately.
101. The curriculum is planned on a two year cycle to allow for the mixed age classes. This ensures proper coverage of the locally agreed syllabus. Resources, both those belonging to the school and those that the school are able to borrow are good. However, opportunities such as the one described above are rare, and the pupils have very limited first hand knowledge of different faiths. This limits their understanding. No assessments are carried out in the subject and staff do not have a good understanding of pupils progress or the depth of their knowledge or understanding.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

### Art and Design

During the inspection, no art lessons were observed. However, there is sufficient evidence from the examination of pupils' work and from discussions with them to ascertain that they make satisfactory progress in this subject.

Provision for Art is **satisfactory**

### Main strengths and weaknesses

- Pupils are enthusiastic
- Resources are good
- The quality of work is satisfactory

## Commentary

102. An examination of the pupils' work identifies that pupils experience a range of art activities to develop their skills. Sketch books used by older pupils contain a number of impressive observational drawings where shading and pencil control have been the objective using different grades of pencils. In Years 5 and 6, pupils study the work of famous artists, practicing style, form and strokes and the work produced illustrates care and detail. A school portfolio also provides evidence of a range of still life work whereby crayon, watercolour and pastel have been used to good effect by pupils across the school. Younger pupils are introduced to colour mixing and modelling with clay. Pupils are generally achieving as well as those in similar schools, and are making satisfactory progress.
103. Discussions with pupils clarify that they enjoy art and are positive about this subject. Pupils have good opportunities to explore three dimensional work, observational drawing, printing and

painting in the style of famous artists. There are also good opportunities to share art work with other schools in the cluster. Although pupils are making satisfactory progress overall and are acquiring the skills and knowledge expected of the subject, the quality of work presented varies, indicating inconsistencies in the teaching of art. The standards and quality of provision have been maintained since the previous inspection.

## Music

During the inspection, only one lesson was seen. Comments are based on this lesson as well as discussions with teachers and pupils.

Provision for music is **very good and reflects the high standards sustained from the last inspection.**

### Main strengths and weaknesses

- Detailed planning, recording clear objectives and outcomes
- Decision to employ an experienced specialist to teach the subject
- Successful organisation of music lessons to ensure all pupils are included
- Pupils' good behaviour and enthusiasm for the subject
- Consistently very good teaching and high level of stimulation and challenge

### Commentary

104. In the one lesson observed, teaching was outstanding with pupils' making significant gains in their learning during the lesson in terms of musical skills and knowledge. The recorded evidence of pupils' previous work reflects the high standard of the observed lesson.
105. The headteacher currently co-ordinates the subject and works hard not only to raise the profile of music but also to ensure that pupils enjoy and engage with it. To this end the school employs an experienced music instructor. The instructor is not a qualified teacher but nevertheless is a well-qualified musician. The successful impact of music in the school is largely due to the stimulating, positive teaching provided by the music instructor each week.
106. In the lesson observed, the teaching input is brisk, prompting pupils to think quickly, and enabling them to recognise the importance of instruments such as the drum in perpetuating a cyclical pattern. Pupils are encouraged to use correct musical language when considering beat lengths and rests within their patterns. They very quickly begin to work effectively in groups planning their rhythms referring to their patterns in terms of standard musical notation. Pupils understand the duration of notes and the effect of rests within composition. The high level of challenge means that sustained concentration is called for and because of this many become engrossed in their work. Pupils co-operate well, are keen to work hard, and enjoy the subject. Overall the work is demanding and pupils achieve well.

## Design and Technology

During the inspection, no design and technology lessons were observed. However, there is sufficient evidence from the examination of pupils' work and from discussions with them and the subject co-ordinator to ascertain that they make satisfactory progress in this subject.

Provision for design and technology is **satisfactory**

### Main strengths and weaknesses

- Pupils are very enthusiastic
- Resources are good

- The new co-ordinator is a subject specialist and is very enthusiastic

### **Commentary**

107. Most design and technology lessons are taught on Friday afternoons of each week. Pupils view these as one of the high points of their week. They talk enthusiastically about the work they have covered, the planning process they go through; the tasks and designs they have completed. These include individual tasks as well as collaborative work across several year groups. Pupils have a real pride in their work. For instance, several pupils determinedly drew attention to the completed quilt that now covers the bench in the library and photographs of the footwear they designed produced and modelled. They happily explain their contribution and those of their friends. They understand the processes that they used and explain why it is important to plan what they want to achieve and then to evaluate what they have done when it is completed.
108. The new subject co-ordinator is bringing a great deal of enthusiasm to the subject and this is clearly infecting the pupils. There are plenty of good quality resources in the school and the co-ordinator has arranged to borrow a computer-aided design unit from the local authority design and make centre. This will extend and develop the current work to an even higher level. Parents and local industry donate materials and specific equipment is bought through school or from funds from the friends of the school. The Friday afternoon sessions positively encourage pupils to take a collaborative approach to their work. Open-ended tasks such as the design and make great egg race involve pupils thinking through their design brief at home, then making, modifying and improving their product at school.
109. At the time of the last inspection the subject was described as satisfactory. The new enthusiasm for the subject has moved the work forward and to a significant degree. The potential for further improvement is strong.

### **Physical Education**

Provision for physical education is **good**

#### **Main strengths and weaknesses**

- Detailed planning, recording clear objectives and outcomes
- Attention given to health and safety issues by teachers
- Teachers' successful organisation of P.E. lessons to ensure all pupils are included
- Pupils' good behaviour and enthusiasm for the subject
- Consistently good teaching
- Plentiful resources

### **Commentary**

110. The level of improvement in the subject since the last inspection is good. The quality of teaching is consistently good across key stages. Lessons are planned thoroughly and good use is made of the plentiful resources available. As a result of effective planning, the teachers are clear about what pupils need to do next to improve and the pace of lessons is such that pupils are challenged, concentrate fully and their skills development is consistent. Teachers are confident in their teaching and are enthusiastic, involving themselves fully in lessons. They ask a range of effective questions, and provide good demonstrations to model skills and coach pupils towards improving their expertise as well as maintaining a high level of interest. This was particularly seen in Year 5 and 6 where hockey was used to coach attacking and defending techniques. Teachers insist on good behaviour and there is an appropriate emphasis on health and safety at all times. Along with the pupils, teachers dress appropriately

for the subject. All pupils are encouraged to participate and try to improve their skills and as a result most pupils make good progress and achieve well.

111. The subject is effectively led and managed, with parents fully involved in raising money for equipment and resources. Planning and lessons have been monitored to ensure teaching is consistent and challenges pupils in their learning. The subject has a high profile in the school and parents contribute their time willingly to support and assist with sports activities outside of school hours.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

112. No lessons were seen during the course of the inspection and so no judgements are made about the overall provision. The school sees pupils' personal development as an important part of its work and it hopes to attain 'Healthy School' status during the present academic year. The programme for personal, social and health education is good and incorporates work on healthy life style including diet, sex education, drugs and personal safety. The school has not developed a school council yet, but pupils are consulted about issues, and they fully understand the need to be part of a community and that this involves rules and procedures they need to follow.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	4
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	2
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

*Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).*

