

# INSPECTION REPORT

## **MENHENIOT PRIMARY SCHOOL**

Liskeard, Cornwall

LEA area: Cornwall

Unique reference number: 111975

Headteacher: Miss A J Raynham

Lead inspector: Paul Cosway

Dates of inspection: 26–27 January 2004

Inspection number: 256893

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:	126
School address:	East Road Menheniot Liskeard Cornwall
Postcode:	PL14 3QY
Telephone number:	01579 342 580
Fax number:	N/a
Appropriate authority:	Local Education Authority
Name of chair of governors:	Mrs M Jefferies
Date of previous inspection:	26 June 1998

## CHARACTERISTICS OF THE SCHOOL

Menheniot Primary School is a small village school, serving the surrounding area, including many isolated farms and small hamlets. It also attracts pupils from out of its immediate area, from as far as Liskeard. The pupils range in age from four to 11. It is smaller than the average primary school. The proportion of pupils with special educational needs is below the average nationally, but the proportion with Statements of Special Educational Needs (those who receive additional help from outside specialists) is above average. The proportion of pupils who are entitled to free school meals is roughly in line with the average nationally. The attainment of pupils on entry is average overall, but their communication skills are generally lower than their numeracy skills.

Because the school is small (there are only 12 to 24 pupils in each year group) every class has two-year groups within it. In the mornings, however, when literacy and numeracy are taught, the school has found the funding to increase its staffing so that pupils in Years 4, 5 and 6 can be taught as separate year groups.

The school is in an area where it is difficult to recruit teachers and there were three temporary teachers at the school during the inspection week.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2734	Paul Cosway	Lead inspector	Science Physical education Music Foundation Stage
9999	Rona Orme	Lay inspector	
12116	Christina Morgan	Team inspector	Mathematics Religious education Art and design Citizenship
32943	David Townsend	Team inspector	English Information and communication technology Design and technology Geography History Special educational needs

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# PART A: SUMMARY OF THE REPORT

## OVERALL EVALUATION

**The school is providing a good standard of education** for its pupils as a result of the hard work and dedication of the staff. Overall, pupils attain average standards, but are above average in English and mathematics. A great strength is the way the teachers ensure that pupils behave very well, developing very positive attitudes to their work. This, along with good teaching, ensures that pupils achieve satisfactorily and standards are rising. There are some weaknesses, in developing writing skills and in ensuring that the work set is always challenging enough in lessons where two-year groups are taught together. However, the very good management of the headteacher is taking the school forward by identifying areas for improvement and taking appropriate action. The school gives satisfactory value for money.

The school's main strengths and weaknesses:

- Good teaching helps pupils to make good progress.
- Very good relationships and behaviour are very good a result of very good care and good guidance.
- Very good links with the community extend the range of learning opportunities.
- Very good management ensures the school runs well.
- Writing skills are not yet developed sufficiently well.
- Standards are above average in mathematics.
- The work set is not always challenging enough in lessons where two-year groups are taught together and there is not a policy for gifted and talented pupils.
- The governing body makes a significant contribution to the success of the school.
- Good analysis of assessment data helps the school to improve performance.

Improvement since the last inspection has been satisfactory, with particularly good improvement in the management of the school and its links with parents and the community. All the key issues from the last report have been resolved. Attainment is not as high as was reported previously, but variations in the numbers of pupils with special educational needs from year to year have affected the school's overall performance in recent times.

## 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	D	D	D
Mathematics	A	B	B	B
Science	A*	D	D	D

*Key: A – well above average; B – above average; C – average; D – below average; E – well below average  
Similar schools are those with similar percentages of pupils eligible for free school meals*

**Overall, the pupils, both boys and girls, achieve satisfactorily.** In the Foundation Stage, children in the Reception class achieve well. Almost all are on course to meet the Early Learning Goals by the time they enter Year 1. At the end of Year 6, pupils are above average in English and mathematics and average in science, and achievement is satisfactory.

In the national tests for seven-year-olds in 2002, the pupils were well below average in reading and mathematics and below average in writing. Results improved in 2003. Reading results were below average, but performance in mathematics was average and in writing above average. Overall, the results in 2003 were in line with the average for similar schools. The lower attainment of boys has been the reason that the results are not better.

In 2002, the school's results in the national tests (SATs) for Year 6 pupils were in line with the national average over the three subjects. Attainment was above average in mathematics, but below average in English and science. The 2003 results were almost identical - average overall and average against those attained in schools with similar pupils. The school met its targets.

**Pupils' personal development is very good, as is their moral and social development. Their spiritual and cultural development is good.** Pupils' attitudes to the school and their work are very good, overall. Almost all pupils behave very well and form very good relationships. They like coming to school and this is one reason why attendance is above the national average. They are punctual to school and to lessons. There are very good systems for encouraging good attendance.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is good. Teaching is good** and pupils learn well, especially in English and mathematics. In the many good lessons, good planning makes lessons interesting, which motivates pupils to learn. In other lessons, the work is not always planned to challenge the higher attainers sufficiently. This problem occurs especially in the afternoons when pupils have to be taught in mixed age classes.

The school provides a broad curriculum that is appropriate to the needs of pupils. It has a very good partnership with parents and local schools and very good links with the community – contributing to the effectiveness of the education it provides. Marking and assessment give good guidance in some subjects. The pastoral system gives very good support to pupils.

## **LEADERSHIP AND MANAGEMENT**

**The school is managed very well by the headteacher.** It runs very smoothly, parents are kept well informed of its work and there is genuine sense of team work – teachers, governors, parents and the local community working together for the good of the pupils. **The leadership is good,** growing in strength as the headteacher provides a sense of direction and begins to set more ambitious targets for pupils and teachers. She has done some effective work already, with the English co-ordinator, to raise attainment in writing and the school's capacity for future improvement is good. The governing body is effective and is strongly committed to monitoring and supporting the work of the school. The governance of the school is good.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Almost all parents are pleased with the school and believe that it is helping their children to make good progress. They are very impressed with the communication between school and home, the running of the school and the ways they are encouraged to help their children to learn. Inspectors agreed with their views. Almost all pupils are happy at school and they had no serious criticisms of it.

## **IMPROVEMENTS NEEDED**

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

- Continue to work to improve the quality of writing.
- Ensure that the work set is challenging for all in lessons where two year groups are taught together.
- Put in place a policy for the teaching of gifted and talented pupils.

All statutory requirements are met.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Achievement is satisfactory, overall, for all pupils. Children in the Reception class and pupils with special educational needs often achieve well.

#### Main strengths and weaknesses

- Standards in reading and writing have risen because of good teaching and good use of assessment information to measure progress and to target work appropriately to pupils.
- Standards in mathematics are above average and it is a strength in the school.
- Standards of information and communication technology are improving as pupils are taught well in the new computer suite.
- Standards in science are average – the work is not always appropriate for the full range of pupils.

#### Commentary

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

1. The attainment of pupils on entry to the school is average. By the time they were eleven years old, their attainment in the national tests for 11-year-olds was in line with the average nationally and in line with that in similar schools last year. The trend over time – over the last four years - has been below the national average, but the fact that there are only small numbers of pupils in each year group makes statistical analysis unreliable. The inspection found no evidence that standards are lower now than they were four years ago. Over the last two years there has been particular success in raising the numbers of pupils who attain average and above average grades in the national tests at the age of seven in writing and mathematics. In the national tests for 11-year-olds, the school has sustained the good performance in mathematics that has been a feature for many years. Attainment in the national tests for English at the age of 11 has been, as the school realises, an area of relative weakness, however. Improving the performance of the higher-attaining pupils has been a special focus in the school under the leadership of the headteacher and she is beginning to be successful.

#### *Standards in national tests at the end of Year 2 – average point scores in 2003*

Standards in:	School results	National results
reading	15.2 (14.3)	15.7 (15.8)
writing	15.3 (13.8)	14.6 (14.4)
mathematics	16.7 (15.1)	16.3 (16.5)

*There were 12 pupils in the year group. Figures in brackets are for the previous year*

#### Attainment in the national tests at the end of Year 2

2. In 2001, there was a particularly high-attaining group of pupils in Year 2. They attained average results in writing, but above average results in reading, and their performance in the mathematics tests was well above the national average. In 2002, the pupils were well below average in reading and mathematics and below average in the writing test. Results improved in 2003. Reading results were below average, but performance in mathematics was average

and in writing above average. These results reflect the impact of small numbers of low or high



attainers in each of these small year groups, rather than meaningful trends. Overall, the results in 2003 were in line with the average for similar schools.

3. In every subject being tested, boys' results have been consistently below those of girls for the last two years. This difference is significantly greater than the difference nationally and is particularly marked in reading and writing skills. Most of the pupils with special educational needs in these year groups have been boys. Boys in the current Year 2 are not underperforming compared with girls.

**Standards in national tests at the end of Year 6 – average point scores in 2003**

Standards in:	School results	National results
English	26.2 (26.3)	26.8 (27.0)
mathematics	27.8 (28.0)	26.8 (26.7)
science	28.4 (28.0)	28.6 (28.3)

*There were 22 pupils in the year group. Figures in brackets are for the previous year*

**Attainment in the national tests at the end of Year 6**

4. Again, 2001 was a very strong year, with the results in the national tests being well above the national average, overall. In 2002, the school's results in the national tests for Year 6 pupils were in line with the national average overall for the three subjects. Attainment was above average in mathematics, but below average in English and science. The 2003 results were almost identical - average overall and average against those attained in schools with similar pupils.
5. Compared with results in similar schools, the pupils achieved satisfactorily. Although the proportion of pupils gaining Level 4 – the expected level for pupils of their age – was close to or above national averages in English and science, the proportion of pupils gaining level 5 – the level higher than expected for their age – was lower than the national figure. In contrast, the percentage gaining Level 5 in mathematics was 36 per cent, seven per cent above the national average, and this was enough to make the attainment overall in mathematics better than the average for all schools. The school is seeking to raise attainment so that more of the higher attainers reach Level 5 in English and science. The difference between girls' and boys' attainment is less marked in Year 6 than it is in Year 2. Boys attained more highly than girls, overall, in mathematics and science.
6. The school has been concerned that there may have been some underachievement amongst boys and so has sought to give them additional motivation. There was no evidence from the inspection that any boys are underperforming currently. All pupils, including those with special educational needs, the very few for whom English is an additional language and the gifted and talented, have made at least satisfactory progress and, in some cases, good progress. Achievement is satisfactory, overall.

**Current levels of attainment**

**Children in the Reception class**

7. Children in the Reception class achieve well in most aspects of their work. Their attainment on entry is generally average, but tests indicate that their communication skills are slightly below average. They make good progress in this area of their learning because of the good provision for developing literacy skills in the class and because they work alongside Year 1 pupils – which helps to improve their speaking and listening skills. Their achievement in personal, social and emotional development is good, so when they enter Year 1, standards are above those expected of children at the end of the Reception year. Again, the example set by the

Year 1 pupils in their class helps them to learn quickly. From the very beginning, children are taught to be considerate and obey rules, within a calm and settled environment. As in the main school, there is a strong focus on numeracy. Children achieve well because of this, so that many reach the standards that children are expected to reach by the time they enter Year 1.

8. Achievement is also good in knowledge and understanding of the world, physical development and creative development. This is because the planning for teaching and learning is good and the very good induction of children into the Reception class prepares them well for learning.

### **The attainment of pupils at the end of Year 2 and Year 6**

9. The attainment of pupils at the end of Year 2 in English is average and in Year 6 is above average. There is no significant difference between the attainment of boys and girls. Achievement is good, because the pupils are making good progress from their previous low levels of attainment. A greater focus on the development of writing skills and recent improvements in teaching are having a positive effect on attainment. Lower-attaining pupils achieve well in English and are making good progress. By the end of Year 6, some higher attainers reach above average standards in writing, but there are still some weaknesses in the writing of some children. Standards in reading are above average. The good teaching and the increasing provision across all subjects to teach and reinforce literacy skills ensure that they achieve well.
10. In mathematics, the attainment of pupils in Year 2 and in Year 6 is above that expected nationally. In Year 2, almost all pupils are at least reaching the expected level for their age and more than average are above – working at Level 3. They show good skills of mental arithmetic. Almost all pupils in Year 6 are working at Levels 4 or 5, and almost all pupils have at least average levels of numeracy. Pupils at all levels of attainment are making good progress and are achieving well.
11. In science, pupils at the end of Year 2 and Year 6 have satisfactory skills, knowledge and understanding. Pupils' achievement is satisfactory. At the end of Year 2, pupils have a sound grasp of scientific knowledge, including an understanding of living processes – such as the ways that plants grow and reproduce. Attainment is also in line with the national average at the end of Year 6. Most have secure skills in practical work and investigation.
12. Standards of attainment at the end of Year 6 in information and communication technology (ICT) are average. The newly installed equipment in the very good information and communication technology suite is helping to raise pupils' motivation. There is every sign that standards are rising now and pupils are achieving well.
13. Attainment in music at the end of Year 6 is above the national average, and standards in work seen reflect this. Achievement is good, especially in singing and appreciation of multi-culturally based music. Attainment is average in Year 2 and above the national average in Year 6 in physical education, with pupils achieving well overall. Pupils progressively develop their skills because of good, specialist teaching. Attainment is average overall at the end of Year 2 and Year 6 in religious education and in citizenship – though knowledge and appreciation of the major world faiths is above average – and pupils are achieving satisfactorily. In the time available for the inspection, it was not possible to gather enough evidence to give secure judgements on standards in the other subjects in the curriculum.
14. Pupils with special educational needs are making good progress as a result of the very good provision. They achieve well and reach the targets set for them. There are no pupils at an early stage of acquiring English.

### **Pupils' attitudes, values and other personal qualities**

Pupils' personal development is very good; they have very positive attitudes to school and their behaviour is very good. The provision for spiritual, moral, social and cultural development is good. Attendance is above average. Pupils are keen to take part in all the activities the school has to offer.

### **Main strengths and weaknesses**

- Behaviour is very good, because of the very good ethos in the school.
- Bullying is actively and effectively discouraged.
- Relationships are very good at all levels, as a result of the ways that teachers care for and support pupils.
- Pupils are keen to learn, because the teaching motivates them.
- Pupils' personal development is very good, with high moral and social awareness.
- Attendance is good.

### **Commentary**

15. Pupils' very good behaviour is a feature of many lessons and they display self-discipline as they move around the school. Standards have been maintained since the last inspection. Nearly all parents consider that pupils behave well. The school has effective procedures for discouraging bullying. For example, the school has undertaken an anonymous survey for pupils to report concerns. This has been carefully analysed and used to plan sessions on anti-bullying. Pupils are confident that any incidents of bullying reported are fully addressed by the school.
16. Pupils take care of each other and they talk to visitors with polite confidence. Pupils' attitudes are very positive. They are keen to participate in lessons and often work hard. There is a waiting list for some extra-curricular clubs as they are so popular. Parents report that their children like school. Pupils are keen to exercise responsibility and opportunities to be responsible grow as pupils move up through the school. A number of pupils serve as library assistants and a pupil is due to take over the chairmanship of the School Council.
17. Parents are confident that the school helps their children to become mature and independent. The school provides very well for pupils' moral and social development. Pupils show a high level of respect for others and develop a good appreciation of their surroundings. They show a very good understanding of what is right and wrong and older pupils display a high level of moral awareness. For example, members of the School Council are able to discuss the rights and wrongs of the various proposals made for improving the school. The school teaches pupils to work in a range of different groups, and older pupils are encouraged to organise games for younger pupils in the playground. Pupils' spiritual and cultural development is good. Teachers are skilled at helping their classes to appreciate the wonder of the world. Pupils are given good opportunities to reflect on life's big questions in assemblies and class discussions. They are taught the significance of religion through a careful study of Christianity and other major world faiths. They are given the chance to consider the work of great artists and musicians and to find out about different cultures in the world and in the United Kingdom. An assembly gave junior pupils insight into the lives of Sikh children living in Essex. This is good preparation for adult life.
18. Pupils arrive punctually for the beginning of school. The school has effective procedures to promote regular attendance. Registers are correctly completed.

## Attendance

### Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.5	School data	0.6
National data	5.4	National data	0.4

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. Effective teaching based on a well-planned curriculum for reading, writing and mathematics and very good extra-curricular activities, ensures that pupils learn well, especially in the morning sessions. In the afternoons, in their mixed age classes, the work is not always meeting individual needs.

### Teaching and learning

#### EXAMPLE OF OUTSTANDING PRACTICE

##### Outstanding practice in teaching numeracy

Excellent teaching was observed in a Year 6 numeracy lesson. The teacher had planned a varied and interesting range of activities designed to help pupils to recognise and to learn to measure different kinds of angles. Very skilful questioning made the pupils think hard for themselves and ensured that both the higher and lower attainers were challenged. The pupils used their bodies to represent different types of angles – this practical element to the lesson increased their enjoyment as well as their understanding of the principles being taught. The teacher reinforced the importance of estimating an answer before measuring an angle by organising a contest in which pupils were scored according to the accuracy of their initial estimates of the answer. The pupils were highly motivated because they were so involved and they worked very hard and made very good progress as a result.

Teaching is good overall, with some very good features, so pupils' learning is good. Assessment is used well in English and mathematics and satisfactorily in other areas of the curriculum.

### Main strengths and weaknesses

- Examples of excellent and very good teaching were seen, especially in English and mathematics.
- Teachers have very good relationships with their pupils and maintain very good discipline. Pupils learn well, because the teachers plan interesting work for them.
- The use of assessment to set appropriate work for all pupils in science and the foundation subjects needs further development.

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

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	4	11	5	1	0	0

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

## Commentary

19. There is much good teaching and this leads to most pupils achieving well. Pupils make good progress, because the well-planned lessons make them interested in their studies and the teaching methods the teachers use develop good learning skills. The only unsatisfactory lesson observed was taught by a temporary teacher in a junior class.
20. In a very good literacy lesson with Year 6 pupils, the teacher's drive and enthusiasm kept the pupils working at a very brisk pace. The high quality of her teaching skills combined with excellent knowledge of her subject led to the pupils being inspired to work hard and achieve very well. Similarly, in a very good numeracy lesson with Year 2 pupils, the teacher had very clear objectives and used practical methods very well to reinforce the pupils' understanding. In lessons such as this, teachers plan very well, ensuring that there is a stimulating and interesting range of activities that help the pupils to learn very well and achieve their objectives. As a result, pupils are concentrating and showing interest in their work: they therefore learn quickly and make rapid progress.
21. In the many good lessons, the level of involvement is slightly lower, because the levels of enthusiasm and expertise that the teachers bring to the lesson are not always as high as they were in the lesson described above. Nevertheless, the pace of learning is brisk because the teachers focus well on their objectives for learning, which are shared well with the class so that the pupils know what they are expected to achieve. These expectations are high, both of behaviour and of the progress that pupils are expected to make. Pupils know how to improve from their targets for literacy and numeracy. They are encouraged to set their own targets and, in the climate that values them, are willing to take part. This is another reason why learning is good. As part of the ongoing development of the curriculum, teachers are providing more investigative activities that are supporting learning in science and mathematics.
22. Where teaching is satisfactory, teachers' subject knowledge is secure and class control is satisfactory. The pace is satisfactory rather than good and expectations are not as high as in the better lessons, so that the level of challenge is not as great. In literacy and numeracy lessons, the classes are reorganised into smaller classes (one class for each year group in Years 4 to 6) and the work is usually organised so that different groups of pupils within each class are given tasks to do that are appropriate for their learning needs. Because the tasks are relevant to the individual needs of the pupils and the pupils are aware of their individual targets, they are motivated and learn well. It is not possible for this to be done throughout the school day, because there are not enough full-time teachers at the school. In foundation subjects, the tasks set are sometimes very similar for all within mixed age classes and do not always challenge the higher attainers sufficiently. The average pupils find the work interesting and challenging and therefore learn well, but this is not true of all. In the one unsatisfactory lesson, the activities that were planned were not appropriate for the large majority of the class and, as a result, few pupils made sufficient progress during the lesson.
23. The amount of homework that is set is satisfactory: it ranges from regular reading tasks to long-term project work that allows the pupils to develop their skills, especially in reading and numeracy, at home, with the support of their parents or older children. This reinforces their learning.
24. During the inspection, the quality of teaching was good across the Foundation Stage and in Years 1, 2 and 3, and very good, overall, in Years 5 and 6. The quality of teaching was satisfactory in Year 4, though the permanent teacher was absent. Across the school, the teaching of mathematics is good, with thorough coverage of the subject. The pupils learn well because they are taught in depth. Secure subject knowledge leads to good teaching in English. Pupils learn well because teachers are seeking to meet their individual needs. In science, teaching is satisfactory. Teachers provide good practical lessons in which pupils can find out things for themselves and test hypotheses. Most learn well during these practical activities, because they are so involved. The lower attainers are not always supported

sufficiently, however, and this affects their learning. In information and communication technology teaching is good, developing well with good use of the newly equipped computer suite. Expertise and enthusiasm for the subject lead to good teaching in physical education, with good attention to skills development. It was not possible to observe enough teaching in the other subjects to give judgements on the overall quality.

25. The quality of teaching for pupils with special educational needs is good. Classroom assistants in all classes support pupils well and promote the learning of literacy and numeracy skills among pupils with special educational needs. In addition, the co-ordinator and assistant for special educational needs withdraw pupils in small groups to a specialist room during independent and group sessions in the Literacy Hour to give them individual support. This is working well. Class teachers take into account the attainment and needs of pupils with special educational needs to support them in their lessons. There are no pupils for whom English is an additional language.

## **The curriculum**

Overall, the curriculum is good. The breadth of curricular opportunities is satisfactory and opportunities for enrichment are very good. The school's accommodation and resources are of good quality and this helps pupils to achieve. There has been good improvement since the last inspection.

## **Main strengths and weaknesses**

- There is a very good range of clubs, sporting activities and educational visits.
- The extent to which pupils in the school participate in sport beyond the school day is very good.
- Lesson planning and schemes of work promote breadth and balance in the curriculum.
- The provision for personal, social and health education is good and aids the pupils' development well.
- Opportunities are missed to make links between subjects.
- Provision for pupils with special educational needs supports good achievement.
- Provision for gifted and talented pupils needs to be more fully developed.
- The teaching assistants work well to support pupils and teachers.

## **Commentary**

26. Pupils are gaining access to the full National Curriculum and all statutory requirements are fully met. The wider curriculum has been developed by producing schemes of work using both locally and nationally produced materials. However, the school needs to do more to modify it to meet pupils' needs. Possibilities are missed to forge links between subjects. The curriculum co-ordinator has ensured that time allocations for each subject are observed. Subject co-ordinators regularly monitor the planning for their subject and devise plans for future improvement very carefully. The curriculum for the Foundation Stage – the children in the Reception class – caters well for their needs. They are taught alongside Year 1 pupils for part of the day and this is generally positive – it encourages them to behave appropriately and helps to speed the development of their literacy and communication skills.
27. The school has made careful use of pupils' assessment data to ensure that the lesson planning for the core subjects of English and mathematics provides well for most pupils' needs. Adaptations to the approaches recommended by the National Literacy and Numeracy Strategies, such as providing separate teaching time for reading activities, have helped to raise standards in these subjects.

28. The school provides very good enrichment through its programme of extra-curricular experiences for all pupils, such as a cookery club and an environment club. A group of pupils has been able to take responsibility for an allotment, looking after plants, growing fruit and vegetables and subsequently participating in the village garden show. Members of the local community make a significant contribution to the curriculum, by playing the piano in assembly, giving talks to pupils in class, assisting with the school choir, using their own practical skills around the school and hearing pupils read. The school enjoys a very good relationship with the parish church, which pupils visit regularly. This close involvement in the school's curriculum by parents, community members and governors supports the development of pupils' life skills and has helped pupils to learn how to take on responsibility sensibly. Pupils respond to all these opportunities very well.
29. The school offers clubs for football and netball as well as a cross-country club and ensures that pupils are offered frequent opportunities to participate in sports activities involving other schools.
30. The provision for personal, social and health education is good and aids the pupils' development well. The school organises special curriculum weeks on themes related to pupils' personal development such as 'keeping healthy'. The headteacher also ensures that opportunities for exploring personal, social and health themes within other subjects are identified and explored with the pupils. This aspect of the curriculum is carefully evaluated and planned for in the school improvement plan.
31. The school prepares pupils effectively for the next stages in education, through, for example, a series of visits to the school by liaison staff from the local secondary school. The induction into the Reception class is very good. Children attend for a number of sessions before they officially start school, so that they are ready to learn and understand the rules and conventions of school from the start.
32. The curriculum provides well for pupils with special educational needs, who have access to a broad and balanced range of learning experiences and who achieve well. Class teachers are closely involved in the writing, implementation and evaluation of Individual Education Plans for these pupils. Support for such pupils is delivered in a flexible manner, involving judicious use of one to one support and group work led by the support teacher or a teaching assistant. These pupils are involved in reviewing their own progress. These approaches have ensured that they are included well within the class and are receiving tailored support, particularly with regard to their literacy and numeracy related needs.
33. The school has not yet assessed and identified pupils with particular gifts and talents. Whilst enrichment opportunities are very good, curriculum planning has not yet been developed to take account of the specific needs of these pupils.
34. The school has sufficient numbers of teachers and teaching assistants to enable it to organise classes effectively. The teaching assistants and volunteer helpers work well to support pupils and teachers. The current arrangements enable Years 4–6 to be taught separately in smaller groups for literacy and numeracy, which has helped to improve pupils' achievement in these subjects. The school's accommodation is good and includes specialist, well-resourced areas for information and communication technology and music. Subject co-ordinators have worked hard to ensure that all subjects are well resourced and pupils learn better because they do not have to share or do without the resources they need.
35. The administrative and clerical staff and the classroom assistants are deployed very effectively and support the teachers well to ensure that they can concentrate on their primary roles. The caretaking and cleaning staff work effectively to ensure that the school buildings and grounds are clean, tidy and attractive.

## Care, guidance and support

The school makes very good provision.

### Main strengths and weaknesses

- Pupils are cared for very well.
- There are good procedures to ensure the welfare and health and safety of pupils.
- Pupils receive very good support and guidance.
- The school seeks and values pupils' views very well.

### Commentary

36. The school places effective and successful emphasis on the care and welfare of pupils. The quality of this has been maintained since the last report. Pupils say that their teachers are 'nice, kind and helpful'. Parents report that all members of staff treat their children fairly. Break and lunchtimes are well organised, and mealtimes are used well to promote social development. Mealtime supervisors and pupils enjoy a warm relationship. Pupils are supervised well at all times and health and safety procedures are secure. Child protection arrangements are sound. The whole-school warm-up (movement to music) session is a lively, fun and healthy start to the day, reflecting the school's Healthy Schools Award.
37. The school provides very effective pastoral support and guidance for pupils. All members of staff know pupils and their families well. There are good induction arrangements and parents consider that these are organised well. The 'Learning Together' scheme ensures that pupils start the Reception year with confidence. Pupils are prepared well for their transfer to secondary school.
38. A wide range of assessment procedures is in place in the core subjects of English and mathematics. They are used extremely well to guide and inform teachers' planning and teachers modify lesson plans in the light of assessments made during lessons. The results of national tests are analysed to identify areas that need additional focus and to indicate where individuals are under-performing.
39. Each pupil has an individual assessment record. This covers not only the core subjects but also the foundation subjects. It is comprehensive, but it is time-consuming to complete and provides more of a record of what has been taught than an indication of how easily or with what difficulty a pupil has mastered particular units of work. The school is, rightly, considering how a simpler record would reduce teachers' work load, provide a clearer picture of the progress made by pupils and allow more effective matching of tasks to pupils in subjects other than English and mathematics. This would also give a clearer picture to parents of how well their children are doing.
40. The School Council is well established and pupils are confident that their views are valued and acted upon. For example, pupils are fully involved in planning developments that stem from the annual 'Healthy Week'. They talk knowledgeably about the difficulties of organising a 'walking bus' to school, and recognise the achievement of those pupils involved in creating a book to promote re-cycling.

## Partnership with parents, other schools and the community

The school has developed very good and productive partnerships.

### Main strengths and weaknesses

- There is a very strong partnership with parents.
- Links with the community are a strength of the school.



- There are very good links with other schools.

### **Commentary**

41. The school has worked extremely hard to develop a very effective partnership with parents. The school provides parents with good information about their child's progress and very good information about the curriculum and general events. This is a significant improvement since the last inspection. Parents report that they feel comfortable about approaching the school with concerns, and they consider that the school takes account of their views and suggestions.
42. Links with the community are a strength of the school. A number of local residents contribute to the running of the school by, for example, organising, extra-curricular clubs, listening to readers and assisting with maintenance of the grounds. They talk with enjoyment of their involvement with the school.
43. The school has very good links with other schools in the area. For example, it participates in a number of music festivals and sports days with other primary schools. There is close liaison with the local secondary school, which ensures the smooth transfer of pupils at the end of Year 6 as well as a number of curriculum collaborations. A number of pupils from the secondary school undertake work experience at Menheniot.

## **LEADERSHIP AND MANAGEMENT**

The management of the school is very effective and parents, staff and governors praise it. The leadership of the school is good and growing in confidence. The governance of the school is good.

### **Main strengths and weaknesses**

- The management of the school is very good.
- Communication is very good within the school and with the local community, fostering a real sense of community.
- The work of the school is monitored well.
- The use of assessment to set challenging targets to pupils and teachers needs to be more rigorous.
- The leadership is setting rigorous targets.
- The governors fulfill their roles well.
- The financial controls are good.

### **Commentary**

44. The headteacher has won the confidence of the staff, parents and governors in the three years that she has been in post. At the time of the last inspection, many parents were disappointed at what they saw as a lack of communication between the school and home, for example. Now, almost all parents agree that the school is now well run and that relationships between the school and the community are very positive indeed. This was reinforced at the meeting for parents, when the work of the headteacher was praised highly. The headteacher's management of the school is very good, with excellent aspects. She has managed her staff very well, despite the many changes in personnel and the number of temporary teachers that she has had to cope with – a result of the difficulties that all small village schools in the area are facing in appointing good teachers. Although teaching every morning, she has managed the introduction of performance management very well indeed. Her monitoring of the school is very good and the way that she has successfully involved governors in the process is excellent.
45. Subject co-ordinators have been trained in their role. Most are effective. There are particular strengths in the leadership of mathematics, English, physical education and information and communication technology.

46. All governors are linked to curriculum areas and they visit regularly to monitor and support the school. Many of them have considerable professional expertise outside of education that they bring to their role for the benefit of the school. They take their role seriously and are effective as critical friends of the school, questioning and testing in a number of areas, such as performance in national tests, budgeting and health and safety. They are involved in setting and monitoring the budget and in school development planning. They have been closely involved in the arrangements for the major new building work that has just been completed. They fulfil their role well and have a very good understanding of the school's strengths and weaknesses. The school improvement plans are detailed and have been implemented effectively. The priorities for improvement are appropriate and there is clear evidence that progress is being made.
47. In her leadership of the school, the headteacher has a clear vision of what the school should be and most aspects of this vision, such as very good relationships, have become a reality. She has been successful in raising attainment in writing during this current academic year, but not all pupils are challenged sufficiently and the expectations of some teachers of their pupils are not always high enough. There is a need for clear and challenging targets to be set to teachers, based on the prior attainment of their pupils, and a shared realisation that teachers are responsible for the progress that their pupils make.

**Financial information**

*Financial information for the year April 2003 to March 2004*

Income and expenditure (£)	
Total income	281 758
Total expenditure	231 758
Expenditure per pupil	1 839

Balances (£)	
Balance from previous year	15 000
Balance carried forward to the next	5 000

48. The management of the school's finances is good. All the necessary controls are in place, and the school has received a favourable audit report. Governors' expertise and the efficient work of the secretary ensure that the school makes very good use of its resources. Special needs funding is spent appropriately. The principles of best value are applied well. Income and expenditure per pupil are above the national average but reflect the school's context. Pupils achieve satisfactorily in terms of academic development and very well in their personal development, and the school is providing satisfactory value for money.

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

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

The provision for the Foundation Stage is **good**.

49. The Foundation Stage comprises the children in the Reception class. Children join the school in September after their fourth birthday, on a part-time basis initially. Because there are not enough Reception children to make up a full class, they are taught with Year 1 pupils for part of the day.
50. Children enter the school with levels of attainment in line, overall, with those expected of children of this age in the six areas of learning. Their communication skills are not always as strong as their skills in the other areas. They make good progress through the 'stepping stones' of the Foundation Stage curriculum in the Reception class, where they are taught alongside Year 1 children. Almost all are on course to meet the Early Learning Goals in all areas of the curriculum by the time they enter Year 1.
51. The quality of provision has been sustained since the last inspection. It is good in all areas of the learning. The teacher plans a good range of activities that help the children to learn the skills they need. She teaches well the basic skills required for literacy and numeracy. All adults who work with the children have high expectations of behaviour and learning. They use a good range of teaching methods and manage the children very well. Their knowledge of the children is very good and they use this well to help them develop learning skills and social skills. Assessment systems are good and used well to support children's learning.
52. Children have good attitudes to learning. They achieve well, acquiring skills, knowledge and understanding in all areas of the curriculum. The children are very interested in all the activities, learn to concentrate for increasing lengths of time, and become independent. During lessons, many children work unsupervised at specified tasks while the adults work with other groups.
53. The Foundation Stage is led and managed well. Resources for most areas of learning are good. A particular strength is the range and quality of adult support for children while they are learning. In a typical morning session, there are six adults - teacher, teaching assistants and parent volunteers - supporting about 30 children. This helps to ensure that the children make good progress because of the amount of individual attention they are given. However, because there are both Reception and Year 1 children in the class, and there are many times during the day when the activities are the same for both age groups, needs are not always met equally well.
54. There were three areas of focus. In each, the teaching is good and the children are on line to reach the expected levels by the end of the year and are achieving well.

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

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

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

- Children achieve well, in response to the adults' high expectations of them.
- Children are encouraged to be independent.

## **Commentary**

55. Teachers have very high expectations of behaviour and children respond very well to this.
56. Children settle quickly and confidently into the class. They learn to take turns and share. Assemblies and class discussion time are planned opportunities for children to think about themselves and others, and to share ideas about what is special to them. They are encouraged to think for themselves and to ask and answer questions, with good support from the adults to challenge and extend their skills and knowledge. They achieve well and reach good standards.

## **COMMUNICATION, LANGUAGE AND LITERACY**

The provision for communication, language and literacy is **good**.

### **Main strengths and weaknesses**

- There is good emphasis on teaching early reading and writing skills.
- There are good opportunities for speaking and listening.

### **Commentary**

57. Children develop their skills in listening and speaking through a good range of activities. They recount their personal experiences when discussing what they do at home, and use appropriate language when interacting with adults and other children. They enjoy looking at print, pictures and books and all learn to write short, simple words by the end of the year. The higher attainers can write simple sentences.

## **MATHEMATICAL DEVELOPMENT**

The provision for mathematical development is **good**.

### **Main strengths and weaknesses**

- Well-planned activities to develop mathematical skills foster a love of learning and enquiry.
- The opportunities for discussion develop children's understanding of mathematics and increase their mathematical vocabulary.
- Activities are planned that extend the learning of the range of abilities that are in the class.

### **Commentary**

58. Children are taught to count objects one by one, to aid accuracy. They learn quickly, because numeracy skills are reinforced throughout the day. They are learning the names of shapes, such as squares and rectangles, and their properties. They learn to count and to divide during simple and appropriate games. Working with older children, they are able to count to 20 and count backwards. They can recognise numbers up to 10 and write numbers with adult help by the end of the year.

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

59. Good progress is made because of the good provision. In the short time available for the inspection, it was not possible to observe enough to make detailed judgements. However, in knowledge and understanding of the world, the children learn to understand and respect the environment, learning about nature and living things.

## **CREATIVE DEVELOPMENT**

60. In the short time available for the inspection, it was not possible to observe enough to make detailed judgements. Creative development is taught thoroughly, through singing, music and construction games. Children join in the singing with the whole school, and the quality of their singing in assembly indicated that most reach standards expected by the end of their year in reception.

## **PHYSICAL DEVELOPMENT**

61. In the short time available for the inspection, it was not possible to observe enough to make detailed judgements. Physical development is also fostered well through outdoor play and good opportunities for movement sessions in the school hall. At the beginning of every school day, all take part in a movement to music (warm-up for school) session. Following the example of Year 6 pupils, who work facing the Reception children to give them examples to follow, helps the youngest children to raise their levels of attainment.

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

### **ENGLISH**

Provision in English is **good**.

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

- Standards in reading and writing in Year 6 are above average.
- The quality of teaching and learning is good overall and most pupils achieve well.
- Detailed analysis and evaluation of pupils' achievement has led to a clear focus on raising standards in reading and writing.
- There is a good emphasis on developing pupils' speaking and listening skills in lessons across the curriculum.
- Pupils' attitudes to and progress in reading are good.
- Standards in writing are improving.
- There is insufficient expectation and challenge in some lessons.
- Systems for target setting and the monitoring of individual pupils' progress are effective.

#### **Commentary**

62. Standards in English are rising again after a fall in recent years, as a result of the school's focus on improvement in this subject. In Year 2, standards are average and in Year 6 are above average. This represents good progress from entry, when many children were below the county average in the baseline tests of communication skills. In the 2002 and 2003 national tests, the school's results had fallen noticeably since the last inspection, particularly in Year 6, and were below average. This was primarily due to recent staffing problems, as well as the proportion of pupils with special educational needs in these year groups. This year, progress is being more closely monitored, targets are set for individual pupils and improvements have been made in the teaching of writing. As a result, the school is now making good provision for English.
63. Pupils, including those with special educational needs, achieve well throughout the school. Pupils with special educational needs are particularly well supported and every effort is made to raise their attainment by carefully planned work and encouragement. The test results for 2003 identified recent underperformance by boys in particular. The school identified this in its self-evaluation analysis and took steps to address it. The teachers now ensure that a greater range of texts including books that appeal to male readers is made available and use

teaching methods that have a more practical bias. Inspection findings indicate that boys are showing positive attitudes to learning and that the attainment gap between boys and girls within current year groups is narrowing considerably.

64. Pupils have regular opportunities to discuss their thinking with a partner at each stage of a lesson and dialogue between the teacher and individual pupils is frequent. This is apparent in lessons across the curriculum and group discussions are frequent and of good quality. For instance, in Year 2/3, teaching assistants deployed role play effectively, answering questions from pupils in role as characters from a famous story. Pupils enter the school with slightly below average speaking and listening skills. By Year 2, most are confident speakers and attentive listeners, able to explain themselves clearly. Pupils in Year 6 can articulate their ideas thoughtfully and listen confidently in a range of situations with sustained concentration. Progress over time is therefore good. However, opportunities for participation in dramatic activities are not yet systematically planned across the school.
65. Pupils achieve well in reading. Standards are average in Year 2 and above average in Year 6. There is a structured reading programme, with pupils working through a colour-coded system, which includes both texts from published schemes and books by prominent authors. For most classes, there are good opportunities during the school day for pupils to engage in group reading both within and beyond literacy lessons themselves. All pupils are encouraged to read with parents and carers at home and this helps them to move forward well, particularly as the school has introduced effective reading diaries and a weekly focus on pupils' reading. Pupils are clear about the strategies that they need to use to work out how to read words and sentences and most tackle new reading material confidently. Pupils, especially older ones, are developing firm preferences for the work of different authors. J.K. Rowling, J. R. R. Tolkien and many other adventure and fantasy story writers are firm favourites. Generally, book areas in classrooms are under-developed and there are few displays to capture pupils' interest. The school identified the need to develop library resources further, has begun to do so and this is having a positive impact on pupils' attitudes to reading.
66. Standards of writing are improving as a result of the hard work of the staff. Pupils in Year 2 have had experience of composing in a range of styles, such as writing stories, descriptions, poetry and instructions. Ideas are being developed into a sequence of sentences within their writing, and punctuation, handwriting and spelling skills are developing well over time. Writers in Year 6 are able to sustain ideas and write in a lively and thoughtful way. This is a result of very good teaching by the Year 6 literacy teacher. There is still scope for further development of writing skills further down the school, where the good techniques practised in Year 6 are not always being used. The consistent development of writing through the school is a key issue.
67. In the lessons seen, teaching ranged from very good to satisfactory and was good overall. Where lessons are effective, teachers plan carefully and demonstrate the writing process and features of each type of writing clearly. Teaching assistants provide good support for pupils who are less confident. In less effective lessons, teachers' expectations of pupils and the pace of the lesson need to be improved.
68. The subject leader manages the subject well, ably supported by the headteacher. The school's self-evaluation process has been effective in identifying the key priorities for improvement in literacy needed to raise standards. Action planning for improvement has brought about improvements in the teaching of reading and writing. Further in-service training is required to ensure greater consistency in literacy teaching across the school, particularly with regard to the teaching of writing.

## Language and literacy across the curriculum

69. Pupils use their language and literacy skills well in other subjects. At the moment these opportunities to link subjects together are not systematically structured into the medium-term planning. Information and communication technology is being used well to enhance pupils' appreciation and understanding of both fiction and non-fiction texts.

## Mathematics

The school's provision in mathematics is **good**.

### Main strengths and weaknesses

- The teaching of mathematics is good across the school and pupils achieve well.
- Problem solving and opportunities for practical activities are given a high priority.
- Information from assessment is used well to meet the needs of pupils of all abilities.

### Commentary

70. Standards in mathematics in both Year 2 and Year 6 are above average. Pupils of all abilities make good progress and achieve well. Higher attaining pupils are extended by tasks that differ in the amount of challenge they present. Pupils with special educational needs are well supported and make good progress as tasks are suitably modified in the light of their particular difficulties. There is no significant difference in the achievement of boys and girls.
71. The school has worked hard to maintain consistently high standards in mathematics. Regular analysis of assessment data has identified areas that need additional focus, and practice that is already good is constantly refined. Assessment and tracking procedures are well developed and used well to inform levels of challenge and support for pupils, and whole school priorities for improvement. Numerical skills are used well in problem solving activities and this is a feature of teaching throughout the school. There is also a strong emphasis on developing pupils' use of correct mathematical vocabulary.
72. The quality of teaching observed during the inspection was consistently good or better, except for one unsatisfactory lesson, where a temporary teacher failed to match the task to the range of abilities in the class. In all other classes, pupils are enthused and motivated by the quality of the teaching and the opportunities for investigation and problem solving. This was confirmed by the analysis of pupils' work, which indicated high expectations of both the quality and quantity of work to be achieved. Good use is made of homework to reinforce and extend learning in school. Teachers are aware of the different ways in which pupils learn and use a variety of teaching methods and strategies to ensure that the needs of all pupils are met. They have good subject knowledge and are able to present work in a variety of ways. This maximises opportunities for effective learning. Good relationships and clear routines and procedures give pupils confidence and independence. As a result, pupils find it natural to carry out quite complex investigations, and try out ideas and strategies without feeling that there is necessarily a right or wrong answer.
73. The school copes well with the difficulties presented by mixed age classes. In a very good lesson in the Year 2/3 class, on the properties of two-dimensional shapes, innovative teaching methods ensured a high level of challenge for the wide range of ages and abilities within the class. In the mixed Reception/Year 1 class the focus was on making specified amounts of money with varying coins. Good use was made of skilled support staff to provide activities matched to the needs of the younger pupils.

74. The management of mathematics is good and effective monitoring procedures are in place which focus on agreed issues. Action points are followed up to ensure that they have been addressed. Teachers are reflective and keen to refine classroom practice. Resources are satisfactory and used well to support learning.

### **Mathematics across the curriculum**

75. Pupils have good opportunities to use their mathematical knowledge as part of their work in other areas of the curriculum. As a result they develop an appreciation of the practical uses of these skills. They use graphs and tables to record data and in science they estimate and measure. The emphasis in mathematics lessons on the value of estimation, on pupils' applying their knowledge from one area of mathematics to another and on investigating and solving problems is a good grounding for the use of such skills in other curriculum areas.

## **SCIENCE**

The provision for science is **satisfactory**.

### **Main strengths and weaknesses**

- There is a good emphasis on investigation.
- Standards are rising.
- Good resources for science help pupils to learn.
- The teaching does not always meet the needs of pupils of differing ages and attainment levels.

### **Commentary**

76. National test results at the end of Year 6 in 2003 were slightly below the national average and slightly below those in similar schools. The proportion of pupils who reached the nationally expected level, Level 4, was above the average nationally. (Ninety-one per cent attained Level 4 or above in the school, 87 per cent did so in the country as a whole). The proportion gaining Level 5 was slightly below the national average, however. Boys attained better than girls in science, because they responded better to the practical work involved.
77. Current standards in Year 2 are average. By the end of the year, pupils have a good understanding of living things, know the names and functions of the different parts of plants and understand basic electric circuits and the uses and the potential dangers of electricity. They are learning about the properties of a range of materials and have begun to do simple scientific investigations.
78. By the end of Year 6, attainment is close to national expectations. Pupils know, for example, how an electrical circuit functions, and can tell what the effect will be of changes in a circuit. They investigate light and dark to find out how shadows are formed. Most can write up their investigations clearly and record their results in graphs that they can interpret and explain. They understand that some changes are reversible in materials, such as when water freezes, and that some are not, such as when paper is burnt. They organise and carry out investigations, with a good understanding of the factors that will make for a fair test.
79. The teaching is satisfactory overall, with some good and some weak aspects. It is well planned and well resourced. Teachers make lessons enjoyable and, as a result, the pupils respond well. The pupils enjoy science and are eager to be challenged and questioned. They are excited when they are able to make predictions and then discover the answer for themselves. However, the fact that the same writing and recording task is sometimes set for all means that the slower or lower-attaining pupils do not always finish their written work. This affects their understanding of the scientific processes that they have been following. Often,



they never reach a satisfactory conclusion to their work. The higher attainers are sometimes insufficiently challenged.

80. The subject is well resourced. There is a good scheme of work, based on published guidelines, and the quality of provision and standards are improving, as the pupils are encouraged to develop independence. There has been satisfactory improvement since the last report.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology is **satisfactory**.

### **Main strengths and weaknesses**

- There has been recent improvement in resources and staff expertise.
- Direct teaching of ICT skills is good.
- The use of ICT to support learning in other subjects needs further development.
- Procedures for monitoring and evaluating provision and standards in ICT are not established.

### **Commentary**

81. It is clear from the observation of direct teaching of ICT skills and the analysis of pupils' work in Year 2 and Year 6 that good teaching is enabling all pupils to make good progress and achieve well. It is not possible to reach a judgement about standards in other year groups as no use of ICT was observed during the inspection. Since the last inspection, the resources for the subject have been improved and staff confidence and expertise developed through training. Before this, problems with equipment and accommodation restricted the use of ICT. The development of a dedicated ICT suite, which is equipped with a projector and screen, and the purchase of fifteen computers, all equipped with Internet access and a very good range of learning programs for both younger and older pupils, mean that the school is well placed to move forward.
82. Standards in Year 2 and Year 6 are average. Software that is now available is helping the school enhance pupils' learning, particularly in literacy. The 'story-worlds' program has helped the less confident Year 1 pupils to learn to read, and helped teachers to assess their pupils' progress. Pupils in Year 2 are using ICT successfully to help them generate, amend and record their own ideas, particularly in their writing. Pupils type out short pieces of writing, such as pieces of their own poetry on themes such as 'Firework Night', and make simple tables to show different types of words. Pupils in Year 6 use the Internet to find and analyse information, and can access and utilise information in a variety of ways. Conversations with pupils and examples of their work show they are confident in accessing the Internet for research, recording numerical data and presenting text.
83. The direct teaching of ICT skills is good. The ICT suite enables groups of around fifteen pupils to see demonstrations on the large screen. The teacher's own specialist subject knowledge was used well to give clear succinct explanations and demonstrations using the digital projector. Good use of questioning maximised pupil input and a brisk pace to the learning meant that all pupils, including those with special educational needs, achieved well.
84. The use of national guidance as the basis for planning ensures that all pupils experience the expected subject strands. The two year rolling programme of planning, the extensive and age-related selection of software and regular timetabled access to the ICT suite by each class ensure direct skills teaching across the full range of the programme of study. The school needs to ensure that opportunities for ICT to enhance teaching and learning across the curriculum are more systematically planned into other subjects and the subject co-ordinator has begun to formally identify these opportunities. Although this is under way, the process needs to be more rigorous, so that ICT experiences are more fully integrated into everyday

teaching and learning and pupils gain access to a wider range of applications, such as digital cameras and music technology.

85. Recent improvements in subject leadership have yet to be consolidated. The teachers are gaining confidence in using ICT to enhance their own teaching and pupils' learning experiences. The school needs to monitor and evaluate the provision in ICT more rigorously so that future training opportunities can be closely matched to each teacher's current expertise and experience in teaching each key type of ICT application. Expectations for each year group need to be defined in order that concise pupil assessment systems can be used to build up a profile of each learner's strengths and areas for development more precisely.

### **Information and communication technology across the curriculum**

86. The use of ICT across the curriculum is satisfactory. It is identified as a priority for further improvement in the subject leader's three year action plan. Links with literacy and numeracy are stronger than those with other subjects.

## **HUMANITIES**

### **Religious education**

The school's provision for religious education is **satisfactory**.

### **Main strengths and weaknesses**

- The curriculum is based on the locally agreed syllabus and there is good coverage.
- Teachers are confident in teaching the syllabus.
- The subject has a high profile in the school.
- There is too little recorded work.
- The co-ordinator is knowledgeable and enthusiastic.

### **Commentary**

87. The subject has a high profile in the school and teachers are confident in teaching all aspects of the curriculum, including comparative religions. Good links are made with pupils' personal, moral and social education, although it is taught as a discrete subject. Pupils' moral and ethical awareness is promoted well and discussion with pupils indicated that attainment is average at the end of Year 2 and Year 6, though their understanding and knowledge of world faiths are slightly above average overall.
88. It was only possible to observe one lesson during the inspection and in this teaching was satisfactory. The pupils were preparing questions to ask a visitor the next day, on the topic of 'special people'. These Reception and Year 1 pupils were thoughtful and sensible in their discussion and planning. Across the school, it is evident from teachers' planning that there is a strong reliance on discussion in lessons to develop pupils' knowledge and understanding of religions, including Judaism and Islam. Pupils develop a good knowledge of Christianity through links with the local church. Visits from the local vicar reinforce these links.
89. The co-ordinator has recently taken on the management of the subject and provides knowledgeable support for colleagues. She is aware of the need to monitor teaching and learning.
90. In the other humanities subjects, work was sampled in **geography and history**, with only one lesson seen. It is therefore not possible to form an overall judgement about overall provision, though there is every indication from pupils' work that standards are broadly average.

91. In geography and history, it is clear that a range of visits and visitors plays an important part in making the work interesting and relevant. Pupils talk positively about recent learning in these subjects. In the geography lesson seen, pupils in Years 5 and 6 discussed the issues raised by a traffic survey of the immediate locality with considerable interest and a good level of understanding. Pupils were expected to deploy key subject-related skills as they discussed, such as being able to identify two figure grid references on the local maps they were using. All pupils were encouraged to air and justify their views and most were able to identify the potential changes to the local environment that different proposals for development would entail.
92. Subject co-ordinators have started to monitor their subjects through discussions with pupils and looking at samples of their work and they have worked successfully with colleagues to ensure that teachers are confident in delivering the scheme of work that has been devised. For geography, the school has opted to write this scheme directly itself, which has resulted in provision for this subject being more closely matched to the pupils' needs.

### **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

93. Inspectors did not see any lessons in **design and technology** and there was not enough previous work available in order to make a reliable judgement about standards. One **music** lesson was observed, for Years 2 and 3, which focused on learning about pitch. The teacher ensured that pupils were actively involved in listening activities, singing games and, subsequently, exploring pitch using percussion instruments. The pupils were able to sing in tune, identify broad differences in pitch and play simple patterns of notes on the instruments from notation cards. The dedicated teaching space for music provides very effective accommodation for provision in this subject. Talking to pupils and listening to them sing – which they do well – indicate that standards are above average overall and that pupils are achieving well.
94. All pupils were observed taking part in movement sessions in the warm-up to school periods at the beginning of each day. One **physical education** lesson was observed, for Years 5 and 6, in which the teaching of gymnastics was very good. The available evidence indicates that the teaching of physical education is good overall across the school. Attainment is average at the end of Year 2 and above average by the end of Year 6. The school participates fully in local competitions and the pupils are often successful against pupils from larger, neighbouring schools. Standards in gymnastics are above average, with pupils showing good balance and control when performing a sequence of movements. They can evaluate their own performance and that of others, and they improve as a result of constructive criticism from peers as well as their teacher. The teacher in the lesson observed had very good subject knowledge and high expectations, used demonstration well, and motivated the pupils well, so that they wanted to try hard and succeed.
95. It was not possible to observe any lessons in **art and design**. There was evidence from around the school, in displays, that the pupils enjoy a varied provision and are able to experiment in a good range of media. The work on display was of a good standard.

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

96. It was only possible to observe one lesson and, as most of the work is oral, there was little written work to use as evidence. However, teachers' planning and discussions with pupils indicate that provision in personal, social and health education and citizenship is good and standards are above average.
97. Teachers are particularly skilled at developing the confidence of children from an early age, and building on this as pupils move into Years 1 to 6. In the Reception class, pupils work hard, choosing for themselves from a wide range of activities that promote their independence and social skills. The fact that they are working with pupils from Year 1 helps to promote their

social and personal development. Throughout the school, circle time helps to foster a sense of caring for others and appreciating other people's points of view. These sessions, where

pupils work in a group to discuss issues to do with their personal development, focusing particularly on how to get on with one another, also contribute to the school's aim of raising the pupils' self-esteem.

98. The School Council is well established and pupils are able to voice their views personally, or through their representative. This gives them a good introduction to the democratic process. They also plan and help to run charity weeks as part of the curriculum. There are special curriculum weeks on themes related to pupils' personal development such as health and 'anti-bullying' issues. The curriculum is planned to ensure that opportunities for exploring personal, social and health themes within other subjects are identified and explored with the pupils.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	2
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>4</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
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	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	2

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