

# INSPECTION REPORT

**St Francis CE VA Primary School**

Falmouth

LEA area: Cornwall

Unique reference number: 112035

Headteacher: Mrs Beverly Hulme

Lead inspector: Mr Stephen Dennett

Dates of inspection: 4<sup>th</sup> – 7<sup>th</sup> May 2004

Inspection number: 257647

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:	Voluntary aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	388
School address:	Longfield Falmouth Cornwall
Postcode:	TR11 4SU
Telephone number:	01326 211910
Fax number:	01326 211020
Appropriate authority:	Governing body
Name of chair of governors:	Mrs Elizabeth Warren
Date of previous inspection:	16/03/1998

## CHARACTERISTICS OF THE SCHOOL

St Francis Church of England Voluntary Aided Primary School provides full time education for 370 pupils, aged five to 11 years. There are currently 175 girls and 195 boys on the school's roll. There are also 37 children in Reception attending part time. The school's roll is falling, mainly due to demographic changes. A significant number of pupils come from local authority and housing association accommodation. Overall, the social and economic backgrounds of pupils attending the school are relatively disadvantaged. Nearly all pupils come from a white British background, but a tiny minority are of European and Black African origins. The number of pupils who do not speak English as their home language is very small and all have a good grasp of English when they join the school. At present, approximately 30 per cent of pupils have been identified as having special educational needs, which is above average. Nearly 3 per cent of pupils have Statements of Special Educational Need, which is well above the national average. The proportion of pupils with special educational needs has risen significantly since the school's last inspection and is still increasing. This factor has inevitably had a negative impact on the school's results in national tests. Pupils have been identified as having specific, moderate and severe learning difficulties. Also, a number of pupils have social, emotional and behavioural problems and autistic spectrum disorders. A few pupils have physical disabilities and others speech and communication difficulties. Overall, pupils' levels of attainment on entry to the school are well below average. The school experiences above average pupil mobility, especially in Year 5. The school is participating successfully in 'Investors in People' and the 'Healthy Schools' project. It has received the Active Mark and a Quality Assurance Awards for Early Years.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
13712	Stephen Dennett	Lead inspector	Science Information and communication technology (ICT) Art and design Design and technology
19335	Susan Dixon	Lay inspector	
21992	Jean Newing	Team inspector	English History Geography Personal, social and health education English as an additional language
22434	Sandra Bradshaw	Team inspector	The Foundation Stage <sup>1</sup> Music Special educational needs
22254	Hazel Callaghan	Team inspector	Mathematics Physical education

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<sup>1</sup> The Foundation Stage begins when children reach the age of three and ends at the end of the reception class. It is a distinct stage in preparing children for later schooling and is based on six areas of learning. These mainly refer to communication, language and literacy; mathematical development; and personal, social and emotional development, but also includes knowledge and understanding of the world; physical and creative development.

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is an **effective** school, which has made a good level of improvement since its last inspection. Although standards are below average overall, pupils' levels of achievement are good. The headteacher has a clear educational vision and the leadership of the school is very good. The school provides good value for money.

The school's main strengths and weaknesses are:

- The school has a very good ethos.
- The quality of care, support and welfare for pupils is very good.
- The quality of teaching and learning are both good.
- The curriculum is very good and provides very good opportunities for enrichment.
- There is a very strong commitment from staff to be evaluative and to raise standards.
- Assessment systems in non-core subjects<sup>2</sup> are not sufficiently developed.
- Information and communication technology is not used consistently to support learning in subjects across the curriculum.

The school has made a good level of improvement since its last inspection. Although standards in English are still below average, there have been significant changes in the school's intake, which make comparisons with six years ago difficult. Overall provision for the subject has improved. The quality of teaching at Key Stage 1 has improved considerably and is now good overall. There has been an extensive re-organisation of the curriculum and provision is now very good. Finally, provision for pupils with special educational needs has been improved and inclusion is a strength of the school.

### STANDARDS ACHIEVED

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

The above table shows that in the 2003 national tests at the end of Year 6, standards were below average in English, mathematics and science. Standards were well above those found in similar schools in English and above in science and mathematics. Standards improved significantly between 2002 and 2003 and continue to rise. There are significant levels of pupils with special educational needs in the school, as high as 40 per cent in some year groups. Children's levels of attainment on entry to the school are well below average.

Pupils' achievement is **good** overall. At the Foundation Stage, children's achievement is good overall and they are making good progress. However, they are very unlikely to reach all the goals children are expected to reach by the end of reception. At Key Stage 1, pupils' achievement is good, although current standards are below those expected at the end of Year 2 in English and mathematics. Standards in art and design and design and technology are above expectations. In most other subjects, standards are in line. Pupils' achievement at Key Stage 2 is also good despite the fact that

<sup>2</sup> The non-core subjects are art and design, design and technology, geography, history, music and physical education.

standards are below average in English, mathematics and science. Standards in most other subjects are in line with expectations, and in design and technology, standards are above.

Pupils' spiritual, moral, social and cultural development is **very good**. Pupils have positive attitudes to school and behaviour is good. Attendance and punctuality are satisfactory.

## **QUALITY OF EDUCATION**

The quality of education provided by the school is **good**.

Teaching and learning are both **good**. Teachers have good subject knowledge, which they use well to ensure that pupils learn effectively. Planning is good. Most pupils demonstrate good levels of concentration and this has a positive effect on the progress they make. Pupils with special educational needs make good progress. Systems for assessment are good in English, mathematics, science and ICT and the information gathered is used effectively to adjust planning and set targets for further improvement. Teaching in the Foundation Stage is good.

The curriculum meets the needs of pupils very well. The school provides many very good opportunities for enriching the high-quality curriculum. Staffing and accommodation are good and resources are adequate. The school has very good procedures for pupils' care, welfare, health and safety. Pupils are very well looked after and relationships between pupils and teachers are very good throughout the school. The involvement of pupils in the work of the school is good. Links with parents are good and parents play an active part in the life of the school. The school provides good quality information, which is appreciated by all concerned. Links with the community and other schools are also good.

## **LEADERSHIP AND MANAGEMENT**

The leadership of the school is **very good** and management is **good**. The headteacher provides a clear educational direction to the work of the school and is very well supported by the deputy headteacher and all staff. The governance of the school is satisfactory and all statutory requirements are met. Governors are very supportive of the school, but are not sufficiently proactive in shaping the school's vision and direction. Co-ordinators make a good contribution to the management of the school, and this is having a positive effect on pupils' learning. There is a sharp focus on raising standards and improving provision. Financial management is good overall and funds are managed efficiently. There are good systems for routine administration.

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

Parents have positive views of the school. They say that they are kept very well informed and think the school management deals quickly with comments and complaints. Pupils like school very much. They enjoy coming to school and are fully engrossed in their work. Pupils enjoy the extra-curricular activities, especially sports.

## **IMPROVEMENTS NEEDED**

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

- Continue to raise standards in English and mathematics.
- Improve the scope and effectiveness of assessment in non-core subjects as planned.
- Improve the use of information and communication technology (ICT) to support pupils' learning in subjects across the curriculum as identified in the ICT action plan.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Standards are **below average** overall. Pupils' levels of achievement are **good**.

#### Main strengths and weaknesses

- Pupils' achievement is good throughout the school.
- Children's levels of attainment on entry to the school are well below average.
- Standards are below expectations overall at the end of the Foundation Stage.
- Standards are below average in English and mathematics at the end of Year 2 and Year 6.
- Standards are above expectations in design and technology at the end of Year 2 and Year 6.
- Standards are above expectations in art and design at the end of Year 2.
- Pupils with special educational needs achieve well.

#### Commentary

1. Children enter the Foundation Stage with levels of attainment that are generally well below average, although this varies from year to year. At present they are achieving well overall, as they make good progress in their learning. The school has noted a decline in the overall attainment levels of pupils over the last six years and a rise in the number of pupils with special educational needs. This has adversely affected national test results, although standards improved overall between 2002 and 2003.
2. In the 2003 national tests at the end of Year 2, standards were below average in reading, and mathematics. Standards were well below average in writing. They were well below those found in similar schools in reading, writing and mathematics. In reading, the proportion of pupils achieving the higher Level 3 was average. The proportion of pupils achieving the higher Level 3 in writing was well below. In mathematics, the proportion of pupils achieving the higher Level 3 was below average. According to teachers' assessments at the end of Year 2, standards in science were average overall but the proportion of pupils achieving the higher Level 3 was below average.

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

Standards in:	School results	National results
reading	14.9 (15.1)	15.7 (15.8)
writing	12.7 (13.6)	14.6 (14.4)
mathematics	15.6 (15.5)	16.3 (16.5)

*There were 60 pupils in the year group. Figures in brackets are for the previous year.*

3. Standards in English, mathematics and science were below the national average in the 2003 national tests at the end of Year 6. In English standards were well above average when compared with pupils' prior attainment at the end of Year 2. In mathematics and science, standards were above average compared with pupils' prior attainment at the end of Year 2. In English and science, the proportion of pupils gaining the higher Level 5 was below average. In mathematics, the proportion of pupils gaining the higher Level 5 was above average. Standards in all three core subjects were below average overall. Standards show a significant improvement between 2002 and 2003. The amount of progress this group of pupils made between the end of Year 2 and the end of Year 6 was above average. This indicates pupils' achievement is good overall and this judgment is supported by inspection evidence.



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

Standards in:	School results	National results
English	26.3 (25.1)	26.8 (27.0)
mathematics	26.0 (24.2)	26.8 (26.7)
science	27.7 (26.7)	28.6 (28.3)

*There were 60 pupils in the year group. Figures in brackets are for the previous year.*

4. Observed standards in English are below average at the end of both Year 2 and Year 6. The proportion of pupils achieving the higher Level 5 is well below average as there are few pupils in the higher ability range attending the school. Pupils enter Year 1 with well below average literacy skills and make good progress in their learning at both key stages. As a result, pupils' overall achievement is good in the subject. Most pupils generally have poorly developed speaking and listening skills, although standards do improve somewhat in Key Stage 2. Pupils make very good use of their literacy skills in subjects across the curriculum.
5. Standards in mathematics are currently below average at the end of Year 2 and Year 6. This is largely due to the fact that most cohorts do not have many higher attaining pupils and the number of pupils achieving the higher Level 5 is well below average. Pupils' achievement is good overall, as pupils make good progress in their learning. There are significant numbers of pupils with special educational needs throughout the school, especially in the current Year 6. Pupils make good use of their mathematical skills in other subjects, especially science, geography and design and technology.
6. In science, standards are in line with expectations at the end of Year 2. However, as children's grasp of scientific concepts is well below expectations at the end of reception, pupils' achievement is very good overall. Standards at the end of Year 6 are below average overall, although this is due to the fact that very few pupils are expected to reach the higher Level 5, whilst the majority will achieve the expected Level 4. Pupils' achievement is good overall, and this is supported by the good progress they make between the end of Year 2 and the end of Year 6.
7. Observed standards are above expectations in design and technology education at the end of Year 2 and Year 6 and pupils' achievement is good. Standards in art and design are above expectations at the end of Year 2 and pupils' achievement is good. They are in line with expectations at the end of Year 6, although achievement remains good and standards elsewhere in Key Stage 2 are above expectations. In ICT, standards are in line with expectations at the end of Year 2 and Year 6 and pupils' achievement is good as they have made good progress from a low base. However, inconsistent use is made of pupils' developing ICT skills to support their learning in subjects across the curriculum. From the available evidence, standards in other subjects appear to be in line with what is expected, but no judgements are possible in music and physical education. As the school is voluntary aided, religious education was not inspected.
8. The majority of pupils who have special educational needs have moderate learning difficulties. Ten pupils have Statements that provide details of their needs, and the school is effectively meeting the necessary level of provision. Pupils who have special educational needs regularly meet their targets because of the good planning and support they receive during lessons. They receive appropriate feed-back about their learning.

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

Pupils' attitudes, values and behaviour are **good**. Pupils' spiritual, moral social and cultural development is **very good**. Attendance is **satisfactory**.

**Main strengths and weaknesses**

- The majority of pupils have positive attitudes and enjoy learning.
- The behaviour of most pupils in and around the school is good.
- Provision for pupils' spiritual, moral, social and cultural development is very good.

**Commentary**

- Pupils enjoy coming to school and most try hard to do their best. Very good relationships exist between pupils and with all adults involved with the teaching. The majority of pupils throughout the school behave well. Pupils value their surroundings and develop good personal qualities. They have positive views of the school. In lessons pupils listen carefully to others, work well in pairs and in small groups and share resources appropriately. Teachers and teaching assistants have high expectations of good behaviour and most pupils respond well to this. The school provides sensitive support for pupils who have special educational needs so that they learn to integrate effectively with their peers. The school's aims and values systems ensure that pupils who have special educational needs are respected and supported by the whole community and as a result they are able to feel secure and learn well.
- Pupils' spiritual, moral, social and cultural development is very good. There is a strong emphasis on developing spirituality and very good opportunities are provided particularly in collective worship. This aspect is also developed in many other curriculum areas but particularly in English, art and design, music, geography and history. Visitors to the school, such as clergy and theatre groups, add to pupils' spiritual awareness by focussing on this aspect, in addition to the many sensitive displays around the school.
- Pupils know right from wrong and they respond positively to the high expectations the staff have of them. The very good standards of social development can be seen in most lessons as pupils work together well sharing ideas and supporting each other. There are very good opportunities for pupils to take responsibility in the classroom and around the school. They respond to these opportunities enthusiastically and through the tasks they carry out as a member of the school council, the friendship group or as a 'buddy', help with the smooth running of the school.
- Pupils' cultural development is promoted very well through country dancing, using percussion instruments that represent cultures from other countries and from the visits they make to places of interest. In Year 5, pupils visit galleries and museums and entertain visitors who raise their awareness of Cornish culture. They learn about other cultures and beliefs in their religious education lessons.
- Attendance and punctuality are both satisfactory. The school works hard to encourage good attendance. Absences are due to illness and to some holiday taking in term time. A small number of pupils have attendance records that cause concern. Attendance is carefully monitored and good attendance is recognised and rewarded.

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

Authorised absence		Unauthorised absence	
School data:	5.6	School data:	0.1
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.*

## 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	343	5	1

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **good**.

### Teaching and learning

The overall quality of teaching is **good**. The quality of pupils' learning is also **good**. Assessment is **good** overall.

### Main strengths and weaknesses

- Teaching at the Foundation Stage is good.
- Teachers' planning is effective.
- The management of pupils' behaviour is good.
- Teachers have good subject knowledge.
- Teachers are good at engaging pupils' interest.
- Pupils work hard and concentrate well.
- Teachers challenge pupils to do their best.
- Assessment is thorough and constructive.
- Good use is made of assessment to respond to the needs of individual pupils.

### Commentary

#### *Summary of teaching observed during the inspection in 61 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	11 (18%)	29 (48%)	21 (34%)	0 (0%)	0 (0%)	0 (0%)

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.*

- Teaching and learning at the Foundation Stage are both good. Teachers have very good command of the areas of learning for children under five and use this knowledge effectively to ensure that children make good progress in their acquisition of key skills. Planning is very good and this ensures that learning tasks are well matched to children's needs. Teachers encourage children to do their best and provide a wide range of interesting activities. As a result, children apply themselves enthusiastically to their work.
- The quality of teaching at both Key Stage 1 and Key Stage 2 is good. Planning is effective and clearly identifies what pupils need to learn in each lesson. As teachers share this information with pupils, the majority have a good grasp of what they need to do to improve their work. Teachers have high expectations of pupils' behaviour and this ensures that in nearly all lessons behaviour is good and pupils learn effectively. Teachers have secure subject

knowledge and make effective use of questioning to ensure that pupils make good progress in their acquisition of knowledge, understanding and key skills. The teaching methods used are imaginative and quickly engage pupils' attention and interest. The teaching of English is good throughout the school and mathematics is taught well.

16. Pupils have very positive attitudes to learning and work hard. Levels of concentration in most lessons are good. Teachers are constantly challenging pupils to do their best and provide the most able with stimulating extension work. Pupils work together well and encourage each other with positive comments. They also work well independently and are developing good research skills. All teachers take effective steps to ensure that all pupils, including those with special educational need, have full access to the curriculum.
17. The teaching of pupils who have special educational needs is good. Pupils' learning benefits from the productive partnership between teachers and teaching assistants. Teaching assistants regularly sit beside groups of pupils to support their learning and provide good support when groups are withdrawn for specific purposes.
18. The school's assessment procedures in core subjects<sup>3</sup> are good overall. In English and mathematics assessment is very good. Comprehensive assessments are made throughout the year that identify pupils' attainment. Teachers use the information to set challenging targets for their future standards and to monitor their progress. The assessments are also used to effectively identify which skills need more attention, and adjustments are made to future planning. Results from tests in English and mathematics are recorded and are monitored by the headteacher, deputy headteacher, co-ordinators and class teachers to track how much progress each individual pupil is making and to identify any underachievement. Pupils in need of further support are identified and effective strategies for their support are implemented.
19. In English and mathematics targets are set for pupils' future learning. These are discussed with pupils so they know what they need to do to improve. Pupils are encouraged to evaluate their work and from an early age pupils are asked how well they think they have worked in the lesson and how well they have understood their activities. Teachers' daily monitoring of pupils' work ensures that activities in future lessons are well matched to pupils' needs so they build on what they already know and can do. Pupils' work is regularly marked, and comments celebrate pupils' hard work and success. Comments from the teacher also explain errors and set targets for better work. The effective use of assessment in core subjects is enabling teachers to provide better levels of challenge than at the previous inspection and pupils consequently are achieving well.
20. Assessment of pupils' work in the non-core subjects is being developed. However, at present there are limited arrangements for assessing or recording pupils' standards in these subjects. Teachers do not have sufficient information to ensure pupils' skills are effectively developed as they move up through the year groups. This is recognised by the school as an aspect that needs further development.

## **The curriculum**

The school provides a **very good** curriculum.

### **Main strengths and weaknesses**

- The well planned curriculum which is enriched by very good activities and opportunities to stimulate interest and make learning enjoyable.
- There is good curriculum innovation and enrichment.
- There is very good provision for pupils' personal, social and health education.
- The accommodation and learning resources are good.

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<sup>3</sup> The core subjects are English, mathematics, science and ICT.

## Commentary

21. The very good curriculum has a significant effect on the quality of learning because pupils find learning in many lessons exciting. It is weighted towards literacy and physical education, which meets the needs of these pupils well. All the non-core subjects are covered in reasonable depth and good links are being made between subjects. Teachers have been involved in drawing up some of the schemes of work. Co-ordinators have a clear idea of the priorities within their subject. Teachers' planning is very thorough and lessons meet the needs of all pupils, including those with special educational needs. The school has used time in an innovative way to increase creativity within the curriculum. For example, changes have been made to the timetable one afternoon a week to enable teachers to focus on art and design, design and technology, music and drama. This enabled more pupils to benefit from specialist teaching and increased teachers' expertise as they worked with a variety of age groups.
22. The curriculum is enhanced by planned 'focus weeks', for example, science and recycling. Visits and visitors are an important feature of the curriculum. The experiences of many pupils are limited and poets, storytellers and musical groups broaden many pupils understanding. Visits are organised for most areas of the curriculum, especially history and geography. Residential trips for Year 5 and Year 6 pupils make a significant contribution to pupils' personal development. The very good range of extra-curricular activities covering nearly all areas of the curriculum gives good opportunities for pupils to extend their learning. These clubs are well attended. In recognition of the school's very good curriculum it has earned the following awards; Investors in People, Healthy School, Arts Mark, Active Mark and an Early Years Award.
23. The very good provision for pupils' personal, social and health education underpins the curriculum and makes a very strong contribution to the school's ethos. Each pupil is known well by more than one adult and all are treated as individuals. The subject is used to promote a healthy safer environment. There are good opportunities for pupils to take responsibility and the prefects fulfil their role well. Good opportunities are also provided for pupils to develop aspects of citizenship.
24. The provision for pupils who have special educational needs is good and individual education plans are regularly reviewed, having specifically targeted activities that will help pupils to achieve. All pupils are provided with a broad curriculum and teachers plan to ensure that pupils are able to work at their own level in most lessons.
25. The accommodation and learning resources are good. The school offers its pupils a bright, attractive and well maintained learning environment. The school benefits from some specialist facilities, for example, a computer suite and a food technology area. There is an adequate hall and a suitable number of appropriately sized classrooms. Outside there are attractive playing fields and playgrounds although at present there is no separate play area for pupils in the Foundation Stage. All areas of the curriculum for all age groups are well provided for with the exception of information and communication technology that the school has identified as in need of further development. The school uses resources beyond the school well to enrich pupils' lives.

## Care, guidance and support

Provision for pupils' care, guidance and support is **very good**.

### Main strengths and weaknesses

- The arrangements for the care, welfare, health and safety of the pupils are very good.
- The provision of support, advice and guidance for all pupils is good.
- The involvement of pupils through seeking, valuing and acting on their views is good.

## Commentary

26. The very good relationships that exist in this school community and the very good provision for social and moral development has created an environment where pupils are happy and confident. This has a positive effect upon their learning. Pupils feel that they are treated with kindness and there is always someone to help them. The health and safety arrangements and child protection procedures are very good. The supporting documentation is comprehensive and daily practice is very thorough. In particular, the arrangements for the care of pupils who are unwell or have medical conditions are very good. All adults in school are appropriately trained and alert to the needs of everyone in this school community.
27. The academic and personal support and guidance offered to pupils is very good. Pupils have a very good awareness of their own learning and success is recognised well. Pupils' individual targets for improvement are well understood and they feel that the teachers are helpful and encouraging. The school has established very good relationships with outside agencies that provide support for pupils with special educational needs. There is an appropriate level of support for pupils with Statements of Special Educational Need and the support for speech and language is very good.
28. The school's arrangements for seeking and acting on pupils' views are good. Individual views can be expressed in lessons and through the school council. The pupils feel that they are listened to well and that they are involved well in making plans for improvements and forming rules. However, they feel that despite this they are not always well enough informed about the outcome of their suggestions.
29. Pupils new to the school benefit from good induction procedures. These include meetings, information packs and opportunities for children to visit the school and make a settled start to their education. Pupils joining the school after the Foundation Stage are equally well supported although some parents feel that the transition between the Foundation Stage and Key Stage 1 is not as smooth as it might be.

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

The partnership with parents, other schools and the community is **good**.

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

- The partnership with parents is good and has a positive effect on pupils' learning.
- The information provided for parents about school life and their children's learning is good.
- The involvement of parents in their children's learning at school and at home is good.
- The links with the community are good and play an important part in enriching pupils' lives.
- The links with other schools and colleges is also good and supports pupils' learning and teachers' professional development well.
- The mechanism for the transfer of pupils to secondary school is good.

#### **Commentary**

30. The school has good links with parents. Parents are appreciative of all that the school provides. In particular, they feel that the school is approachable and that they and their children are supported well. Parents' views are sought regularly and good use is made of them. Parents of pupils who have special educational needs are always invited to be involved in the review of individual education plans. The school makes every effort to involve parents at every stage although some parents do not always take advantage of this. Parents are well informed about school life and in particular the work that their children will be doing in the term ahead. Parents have good opportunities to discuss their children's progress and they receive a written report in the summer term. These include some useful information about what a child can do but guidance on how to improve is less clear. The written content of some reports is not sufficiently accessible to its potential readers.

31. Parents support their children's learning well both at home and in school. Parents provide help in school and on school trips and there is an active and successful Friends Association. Information about the requirements of homework and how parents might support their children at home is good. In turn, most parents provide good support for their children's learning outside the school day.
32. The school's links with the community and its partnership with other schools are good and have a positive effect upon learning. The local community provides a good resource to support and enrich learning. Pupils visit places of interest and members of the community come in to school to share their expertise. Links with other schools provide good arrangements for the transfer of pupils to secondary school. Professional development is well supported by the links with other primary and secondary schools and pupils benefit from sharing resources, for example, with sports facilities.

## **LEADERSHIP AND MANAGEMENT**

Leadership is **very good**. Management is **good**. Governance is **satisfactory**.

### **Main strengths and weaknesses**

- The headteacher and deputy headteacher work together as a very effective leadership team.
- They provide a clear educational direction and high aspirations for the success of the school.
- The monitoring of standards, teaching and learning by co-ordinators is good.
- There is a strong focus on providing the professional development of all staff.
- A strong Christian ethos underpins all aspects of the work of the school.

### **Commentary**

33. The headteacher provides very good leadership for the school. She is very ably supported by the deputy headteacher who shares the same high aspirations for the school. The school benefits from their different strengths and complementary styles of management. Together they have forged a very strong staff team who are evaluative of their work and dedicated to raising standards.
34. The school has made good progress in addressing the concerns identified at the previous inspection and in creating a rich learning environment in which pupils achieve well. The headteacher and deputy headteacher have enabled co-ordinators to develop their management roles very successfully and to identify effective strategies by which standards, teaching, and pupils' learning are monitored, evaluated and improved.
35. The special educational needs co-ordinator is well trained and committed to her own professional development. It is clear that all teachers are alert to the criteria for the identification of all areas in which specific support may be required. Learning support assistants receive training and have built up good experience over time. The governor with responsibility for special educational needs maintains both formal and informal contact and with the co-ordinator ensures that all governors are kept up to date with developments and the provision made for pupils who have special educational needs.
36. A strong Christian ethos underpins all aspects of school life and leads to pupils' very good personal development. The school has developed very effective systems of communication and support through which all staff feel their opinions and efforts are valued and respected. The performance management procedures are effective and are used well to support staff's personal development and in monitoring the quality of education, guidance and welfare provided by the school. The professional development of all staff is considered a high priority. New staff are well supported and encouraged so they settle quickly and make a significant contribution to the success of the school.

37. The school benefits from a well-informed governing body. They carry out their statutory requirements appropriately through a range of committees and have developed a satisfactory awareness of the strengths and weaknesses of the school through their regular monitoring visits and discussions with staff. Governors are very supportive of the school, but are not sufficiently proactive in shaping the school's vision and direction. The school development plan is an effective management tool that guides school improvement and provides the basis of strategic planning. Clear targets for future improvement are identified which are monitored well by the headteacher, and evaluated satisfactorily at governors' meetings. Financial planning is satisfactory, but the governors have found difficulty in making long term plans due to difficulties in obtaining advance budgetary information from the LEA.
38. The day-to-day administration and management of the school budget are good. The school benefits from the expertise of a governor, who is also an accountant, in helping to monitor the school's finances and ensure secure plans are made for future financial health of the school. The school has effectively prioritised the use of funds carried forward from the previous year. The current need is to support plans for managing the workload of staff next year. The governing body has a clear policy on how to ensure the principles of best value are maintained and the school follows these guidelines well. The school uses its budget effectively to promote pupils' learning and their achievement across the curriculum is good.

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

Income and expenditure (£)	
Total income	862,661
Total expenditure	916,640
Expenditure per pupil	2,362

Balances (£)	
Balance from previous year	68,298
Balance carried forward to the next	14,319



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

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

Provision is **good** in the Foundation Stage.

39. The standard of provision has been maintained since the previous inspection and children work in a stimulating environment that provides challenge and interest in all areas of the curriculum. Overall teaching is good. However, despite the hard work and good teaching many children will fail to attain the Early Learning Goals<sup>4</sup> by the time they start in Year 1. Many children start school at a very low level and make good achievement to get where they are at the end of the reception year. All adults work well together providing a good and imaginative curriculum that meets the needs of the children. Good leadership and management results in the involvement of all the adults in development and improvement through the rigorous planning, monitoring and assessment procedures. Good assessment procedures are used directly to plan work at the correct level for children, including those who have special educational needs. There is a good balance between adult-led activities and those chosen by children. The accommodation is good and a wide range of good quality resources are used well by the children.

### **Personal, social and emotional development**

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

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

- Children achieve well through good teaching.
- The caring atmosphere enables children to establish very good relationships.
- Well-established routines help children to learn about acceptable behaviour.
- Children are developing their ability to work independently.

#### **Commentary**

40. Teaching in this important area of the curriculum is good. Children have good attitudes towards the work they do in school and behave well. Although they are developing their ability to work independently, many still find difficulty in doing tasks without the help of the teacher or teaching assistant. The teachers and teaching assistants, who are kind and caring, and work well together, promote children's personal and social development very well. However many children still find difficulty in maintaining concentration, initiating ideas and speaking in a group. Children know the routines, settle down to the activities and behave sensibly. Although some children will achieve the Early Learning Goals by the end of the year many are still very immature and display standards that are below national expectations in this area.

### **Communication, language and literacy**

Provision in communication, language and literacy is **good**.

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

- Teachers and teaching assistants take every opportunity to develop children's language skills.
- Children are developing their understanding of letter sounds and their names very well.

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<sup>4</sup> Early Learning Goals are expectations for most children to reach by the end of the Foundation Stage. They refer mainly to achievements children make in connection with communication, language and literacy; mathematical development; and personal, social and emotional development; knowledge and understanding of the world; physical and creative development.

## Commentary

41. The quality of teaching is good and sometimes very good. When they start school many children have speaking and listening skills that are well below what is expected nationally for children of this age. Teachers and teaching assistants encourage and support the development of children's language skills at all times. They engage the children in conversation, helping them to express ideas and to listen to others. Many children have immature speech and find difficulty in describing events. Although they relate well to teachers and teaching assistants, many still lack the confidence to converse with visitors to the school. Although the children behave well and appear to listen, they frequently have to be told things several times before they understand. Children are given every opportunity to develop their knowledge of letter sounds and their names in a variety of interesting ways. However, indications are that by the end of the year less than half the children are likely to meet the expectations in this area of learning.

## Mathematical development

Provision in mathematical development is **good**.

### Main strengths and weaknesses

- Mathematics activities are interesting and motivate the children.
- Adults use every opportunity to encourage children to count.

## Commentary

42. Teaching in this area is good. Children benefit from the good support they receive from the teachers and the teaching assistants who patiently help them to understand new concepts as well as practise the things they know. Children enjoy a wide range of activities as they explore numbers. They use dominoes to help them understand double numbers, throw a dice and carry out many tasks in the garden centre which develops their understanding of number. They are familiar with number songs and rhymes and add numbers together by using objects and fingers. Despite the good teaching and the good progress made, about one third of the children are unlikely to meet the expectations by the end of the year.

## Knowledge and understanding of the world

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

### Main strengths and weaknesses

- Children make good progress with ICT skills as they have regular access to the computer suite.
- Children have good opportunities to explore the properties of different materials.
- Less than half the children will meet the expectations by the end of the year.

## Commentary

43. Very little direct teaching was seen in this area but evidence from planned activities and recorded work indicates that many children are unlikely to meet the expected standards by the end of the year. Although children receive good teaching and make good progress many still have difficulty in recording their work. Children have a sound understanding of Bible stories and are given good opportunities to reflect and empathise with biblical characters. Children have regularly planned opportunities to use the computer suite and, as a result, are making good progress in their ability to log on and off, use the mouse and keyboard and to draw pictures and patterns on the screen. Children learn some of the properties of materials as they play with

sand, water and fabrics and paper with different textures. However, they have poorly developed scientific concepts overall.

### **Physical development**

Provision for physical development is **good**.

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

- Children's physical control is developing well.
- A wide range of activities is provided for children to develop their manipulative skills.

#### **Commentary**

44. Most children are likely to meet the expected standards for this age by the end of the reception year. They use a wide range of tools and equipment confidently and with good dexterity. Most children change for physical education on their own. They also put their coats on and do them up independently. They make good use of their own playground although there is no secure area specifically designed for this age group, equipped with appropriate fixed apparatus. Despite not having continuous access to a play area good use is made of the school hall, playing field and adventure playground. Teaching in this area is good and staff have high expectations of the children who respond with enthusiasm and enjoyment.

### **Creative development**

Provision for creative development is **good**.

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

- A wide range of stimulating activities enriches children's learning experiences.
- Effective teaching of skills is combined with good opportunities for children to learn through play.

#### **Commentary**

45. Staff plan a variety of activities and with good teaching most children are likely to achieve the targets set for them by the time they enter Year 1. Many already have good skills of cutting, gluing, drawing and applying paint. There are good examples of children experimenting with paint and using clay and card to create models. Opportunities to play the part of different characters in the role-play area, enables them to use their imagination and to use other tools such as the cash-register, calculator and garden tools.

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

### **ENGLISH**

Provision for English is **very good**.

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

- Standards are below the national average for pupils in Year 2 and Year 6.
- Consistency is a strength of the school.
- Teaching is predominately good, but consistently very good in the upper Key Stage 2 classes.
- There are very good assessment procedures.
- The management of the subject is very good.
- There is a rich relevant curriculum.

#### **Commentary**

46. In the 2003 national tests at the end of Year 2, standards were below average in reading and below average in writing. They were well below those found in similar schools in both reading and writing. In reading, the proportion of pupils achieving the higher Level 3 was average but the proportion of pupils achieving the higher Level 3 in writing was well below. Standards in English were below the national average in the 2003 national tests at the end of Year 6. However, standards were well above average when compared with pupils' prior attainment at the end of Year 2. The proportion of pupils gaining the higher Level 5 was below average. Standards show an improvement between 2002 and 2003.
47. Observed standards in English are below average at the end of both Year 2 and Year 6. The proportion of pupils achieving the higher Level 5 is well below average as there are few pupils in the higher ability range attending the school. Pupils enter the school with well below average literacy skills and make good progress in their learning at both key stages. As a result, pupils' overall achievement is good in the subject. Most pupils generally have poorly developed speaking and listening skills, although standards do improve somewhat in Key Stage 2.
48. The quality of teaching and learning is good overall. Consistency in practice is very good and a strength of the school. This is the result of the deputy headteacher and the literacy co-ordinator working closely together. Teachers' lesson planning is good and teachers plan together. The matching of pupils' work to their prior learning, the support for pupils with special educational needs and the challenge for the most able, are all good. Marking is of a high standard and the use of a marking scheme gives good opportunities for pupils to be aware of their own learning. All pupils have individual and group targets, which are used continually and reviewed regularly which motivates pupils to achieve to the best of their ability. Most teachers have very high expectations and this encourages pupils to work hard. The consistently very good teaching in upper Key Stage 2 classes enables pupils to make very good progress. The school's very good assessment procedures include a very thorough analysis of data and tracking of pupils' progress so that teachers are very aware of the achievement of each pupil. This contributes to the very good relationships and the atmosphere of mutual respect. It is clear that, especially where teaching is very good, pupils really want to earn the teacher's praise. Although some teachers make interesting use of ICT to support learning in the subject, overall insufficient use is made of relevant technology to develop pupils' skills.
49. Leadership and management are very good. The co-ordinator has ensured that the issues raised at the previous inspection have been thoroughly addressed. In fact, many of the previous weaknesses are now strengths. Professional development for all staff has been a priority and this has improved the quality of teaching and learning. Very rigorous monitoring of planning, pupils' work and teaching and learning has increased teachers' knowledge and expertise. The curriculum for English is rich and relevant. The teachers have worked hard on adapting the National Literacy Strategy and working in blocked units is now the norm. Visits and visitors are used well to broaden the pupils' experiences. Literacy is used very effectively across the curriculum. Booster classes for pupils in Year 6 have provided focussed teaching in smaller groups and some pupils have made very good progress as a result. Speaking and listening is a weakness for most pupils and the school has begun to address this issue through in-service training for teachers. Good speaking and listening opportunities are included in many lessons.

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

50. Pupils apply their writing skills very well in other subjects and frequently work is of a higher standard than that seen in literacy lessons, for example, Year 2 boys writing about the Fire of London, and Year 5 pupils comparing their view of Jesus with the vicar's view. Year 4 pupils made notes to record information about India and used the notes to create a poster, which they then used effectively to illustrate a talk.

## MATHEMATICS

Provision in mathematics is **good**.

### Main strengths and weaknesses

- Pupils achieve well.
- Teaching and learning are good.
- Very good assessment procedures ensure pupils make good progress in their learning.
- Insufficient use is made of information and communication technology in pupils' learning.
- The leadership and management of the subject are good.

### Commentary

51. Standards have declined since the previous inspection. This is because there are now a much higher proportion of pupils with special educational needs throughout the school. Pupils' achievement, however, has improved and is now good owing to the good standard of teaching.
52. Standards in the 2003 National Curriculum tests were below average at Year 2 and Year 6. The results show, however, that pupils have made very good progress from the time when they started school with very low levels of ability. During the inspection it could be seen that pupils' good achievement has been effectively maintained. Pupils of all capabilities make good progress but even with the best efforts of the teachers standards remain below average in Year 2 and Year 6. There is a high proportion of pupils with significant learning difficulties in the current Year 6 and all pupils have done well to attain their current standards. The introduction of the National Numeracy Strategy has proved beneficial and pupils are now confident in using a variety of strategies to calculate answers. Many enjoy mathematics and they try hard to improve their work.
53. The quality of teaching and learning has improved since the previous inspection and is now good at both key stages. Teachers are confident in teaching mathematics and there is a strong commitment to raising standards. They use assessment well to monitor pupils' understanding and to provide work that is well matched to their needs. In Years 5 and 6, pupils are taught in ability groups with the higher attaining pupils in one class and the lower attaining pupils in the other in each year group. This strategy is working very well as the pupils with special educational needs and the lower attaining pupils are enabled to develop their confidence and skills in supportive and encouraging environments. The potentially higher attaining pupils are well challenged in their classes and their learning is effectively extended so that a better proportion is now attaining the higher than expected standard of Level 5 than last year. Pupils with special educational needs in the other year groups are encouraged and effectively guided in their learning by teaching assistants.
54. Teachers use information and communication technology well as a teaching aid to motivate pupils' interest and to provide clear demonstrations. Computers are not, however, used very often by the pupils and this is a missed opportunity to extend the understanding and skills of pupils of all capabilities. Teachers have identified that pupils' speaking and listening skills are a weakness and provide regular opportunities for them to discuss their mathematical ideas. A particular strength of the teaching is the way pupils are encouraged to explain how they come to their answers. They do so with growing assurance showing an awareness of the links between numbers and using a variety of strategies to arrive at the correct answer. Teachers identify in their comprehensive planning the new mathematical terms they intend to introduce in lessons. However, there was little evidence that the new vocabulary is written up for pupils to see or regularly discussed with them. Problem solving has been identified as a weakness in pupils' work and a positive focus has been given to improving these skills.
55. The co-ordinator leads the subject well so there is a consistency of structures and strategies used through the school that is effective in promoting pupils' good learning. Management of the subject is very good and the co-ordinator has a good hold on standards and provision within

the subject. Comprehensive assessments are made and the data is used very well to monitor pupils' standards and progress. Tests results are analysed to identify weaknesses and effective strategies are employed to address them and to support pupils who need more focused help to succeed. Teachers' planning and the quality of teaching and learning are effectively monitored so that weaknesses are identified and addressed.

### **Mathematics across the curriculum**

56. Pupils' knowledge and skills in mathematics are effectively used and further developed in geography and science. Pupils use their skills well to measure distances, time and temperatures in science and record their findings on tables and as graphs. Pupils' knowledge of co-ordinates is used satisfactorily in reading maps.

### **SCIENCE**

Provision in science is **good**.

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

- Pupils' achievement is good throughout the school.
- Teaching and learning are both good.
- Teachers have good subject knowledge.
- Good use is made of assessment information and national test analysis.
- The co-ordinator provides good leadership for the subject.

#### **Commentary**

57. Standards are average at the end of Year 2, and pupils' achievement is good overall. They have a good grasp of the concept of answering scientific questions by carrying out investigations. They also know that flowering plants produce different kinds of seed and sort them into groups using more than one criterion. Pupils identify correctly that some seeds are found on the outside of the fruit and that some fruits contain only one seed, whilst other have many seeds.
58. At the end of Year 6 standards are currently below average overall, as few pupils are likely to achieve the higher Level 5 in the national test. However, the majority of pupils are likely to reach national expectations in the subject. This is similar to what happened in last year's national test. Pupils have made good progress in their acquisition of scientific knowledge and understanding since the end of Year 2 and therefore achievement is good. Pupils have a satisfactory grasp of the 'scientific method' and carry out investigations with accuracy and attention to detail. Pupils have satisfactory knowledge and understanding of physical processes. Older pupils correctly identify that an object is visible because light from a light source strikes the object and then enters the eye. Younger pupils know that the resistance caused by friction makes it more difficult to move an object than when there is little friction.
59. The quality of teaching and learning are both good. Teachers plan interesting lessons and ensure that the tasks given to pupils match their abilities well. This ensures that all pupils have access to the curriculum. Pupils take part in lessons with enthusiasm. They are good independent learners and conduct investigations carefully, giving due attention to health and safety issues. Behaviour is consistently good. Teachers have good subject knowledge and this has a positive effect on pupils' progress. Teachers also make good use of questioning to extend pupils' knowledge and understanding. Assessment systems are well developed and teachers make good use of the information gathered. Regular assessments show teachers what pupils have learned and what they need to do next to improve their understanding. Good use is made of marking overall and this helps pupils to have a good understanding of how they can improve their work. Effective use of support staff ensures that pupils with special educational needs make good progress in their learning.

60. The leadership and management of the subject are both good. The co-ordinator has a clear vision for the subject and has produced a good action plan to improve standards, based on a detailed analysis of national test results. This analysis showed that standards in investigative science were not as high as they should be. As a result, training has been planned to increase staff expertise and subject knowledge. The subject is appropriately resourced. There has been a satisfactory level of improvement since the previous inspection.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Pupils' achievement is good.
- Pupils have positive attitudes to the subject and behaviour in lessons is good.
- Both teaching and learning are good.
- The leadership and management of the subject are good.
- There has been a good level of improvement since the previous inspection.
- The use of ICT to support pupils' learning is inconsistent and is not used sufficiently in some subjects.

### **Commentary**

61. Standards at the end of Year 2 are in line with expectations, and pupils are now achieving well. Pupils talk with enthusiasm about their use of ICT, both at home and at school. They use digital cameras effectively to illustrate their work. Pupils have good word processing skills, and successfully combine text and graphics to produce information sheets. They use computers effectively to produce pictures and add text to explain what the pictures are about. Pupils know how to interrogate a database to find answers to simple questions.
62. Standards at the end of Year 6 are also in line with expectations, but as a result of recent good progress, pupils' achievement is now good. Pupils make satisfactory use of research skills to find information on the Internet. They correctly frame questions in search engines to get the desired results. Pupils have satisfactory text processing skills, which they use appropriately to produce information booklets. Older pupils make good use of presentation programmes to produce interesting transition effects between slides. Younger pupils make satisfactory use of their communication skills to email messages to each other.
63. Teaching is good overall. Teachers plan interesting and imaginative lessons, which engage pupils well. Pupils are enthusiastic about ICT and enjoy using computers and other equipment in their work. Behaviour is good and pupils treat equipment with care. Teachers generally have good subject knowledge and expertise and make good use of questioning to extend pupils' skills, knowledge and understanding. Teachers have taken the time and effort to enable pupils to work well independently, and this is having a very positive effect on the progress they are now making. Good use of teaching assistants means that all pupils, including those with special educational needs, have full access to the curriculum. Assessment systems are in an early stage of development, but are beginning to provide teachers with good information about pupils' progress and achievements.
64. The co-ordinator provides good leadership and management for the subject. Her expertise has raised the profile of ICT throughout the school and this has had a positive effect on teachers' confidence and expertise. The co-ordinator has spent considerable time and effort on improving hardware resources, which are now greatly improved and having a positive effect on raising standards. The school has made a good level of improvement since the previous inspection, when provision was unsatisfactory.

## Information and communication technology across the curriculum

65. The use pupils make of their ICT skills in other subjects is satisfactory overall. However, the use made of ICT to support pupils' learning is inconsistent and varies from class to class and subject to subject. Insufficient use is made of pupils' text processing skills in literacy, for example. Some teachers place insufficient emphasis on the use of ICT in the planning for some subjects.

## HUMANITIES

66. Neither **history** nor **geography** was a focus of the inspection. However, from the sampling of pupils' work, the observation of lessons and conversations with pupils, provision for humanities appears to be **good**. Three lessons were seen in **history** and in these lessons standards were in line with expectations overall and pupils' achievement was good. The quality of teaching and learning was good. One lesson was seen in **geography** and in this lesson standards were in line with expectations and pupils' achievement was satisfactory. The quality of teaching and learning was satisfactory.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

### Art and design

Provision in art and design is **good**.

### Main strengths and Weaknesses

- Standards are above expectations in all year groups except Year 6, where standards are in line.
- Pupils' achievement is good.
- The subject makes a good contribution to pupils' cultural development.

### Commentary

67. Standards are above expectations at the end of Year 2 and pupils achieve well. They make good use of their drawing and painting skills to illustrate their work in other subjects. Pupils have had wide experience of different media, including printing, collage and clay modelling. Standards in all these aspects are good. Pupils demonstrate good skills in line making, colour mixing and designing. They evaluate their work in progress and make sensible suggestions about ways in which they could improve.
68. Standards are in line with expectation at the end of Year 6, although elsewhere in the key stage standards are good. Overall pupils' achievement is good. Pupils have produced well constructed sculptures of trees, which demonstrate good skills in selecting, combining and fixing materials. Their work in two dimensions is also good. They paint, draw and design work with equal skill and use these skills well to illustrate their work in other subjects. As they work, pupils evaluate what they are doing and make sensible suggestions about how their work can be improved. Pupils know about a number of artists and have produced several pictures in their styles.
69. Teaching and learning are both good. Teachers use a good range of different teaching styles to stimulate pupils' interest. Pupils respond positively and have positive attitudes to the subject. Behaviour in lessons is good and this has a positive effect on pupils' progress. They treat materials and tools with care and clear up after lessons quickly. Planning for lessons is good and ensures that pupils have a wide range of experiences. Good use has been made of visiting artists to stimulate pupils' imagination and as a consequence, the subject makes a good contribution to pupils' cultural development.



70. The co-ordinator leads and manages the subject well. She ensures there are sufficient resources and regularly monitors teachers' planning. She has also collected a portfolio of pupils' work, which acts as a record of their achievement as they move through the school. There has been a satisfactory level of improvement since the previous inspection.

### **Design and technology**

71. This subject was not a focus of the inspection and only one lesson at Key Stage 2 was seen, so it is not possible to make an overall judgement about provision. In the lesson seen, standards were **above** expectations and progress was **good**. The quality of teaching was good. Evidence from work around the school indicates that standards are generally good at both key stages and that pupils have good designing and making skills.

### **Music**

72. Standards achieved in music are in line with those expected at the end of Year 2. Insufficient evidence was available to arrive at a judgement for standards at the end of Year 6. However, other evidence suggests that provision for the subject is **good**. Overall teaching is good. The co-ordinator is an experienced and accomplished musician who is very enthusiastic and provides good support to all staff although he has not had the opportunity to share his expertise by modelling teaching at this stage. The curriculum is enriched by a number of clubs, particularly recorders and the choir. Pupils regularly perform, singing and playing instruments in the school and in the community. Older pupils also have the opportunity to participate in specialist instrumental teaching for guitar, brass, strings, woodwind and keyboard. Resources are plentiful and of a good quality.

### **Physical education**

The provision for physical education is **good**.

### **Main strengths and weaknesses**

- There is broad curriculum that is enhanced by an extensive range of after-school activities.

### **Commentary**

73. It is not possible to make a judgement of standards at the end of Year 2 and Year 6 because insufficient lessons were observed in these classes. Bad weather interrupted two of the lessons observed and there was no opportunity to see pupils working in the different areas of the physical education curriculum during the inspection.
74. From the six lessons observed teaching and learning are judged as good. Teachers have good subject knowledge and personal expertise, which enables them to give effective demonstrations, especially in the development of games skills. Teachers use an effective range of 'fun' activities that promote pupils' learning well. Pupils are motivated to work hard and to try their best. The resources available are good and pupils have many opportunities to develop their skills in a wide range of sports. Teachers frequently use videos to promote pupils' knowledge through watching professional sports people and athletes in action. The videoing of lessons is also a useful tool to help pupils evaluate their own performance. Teachers are developing pupil profiles through which the development of their skills is recorded, but as yet no formal whole school assessment procedures have been adopted.
75. The leadership of the subject is good and has led to its strong position in the curriculum. Management of the subject is satisfactory. The co-ordinator has monitored planning, teaching and learning satisfactorily. The provision was judged as good at the previous inspection. This good provision has been effectively maintained and further improved. The curriculum is good. Lessons on sports, games, swimming, dance and athletics are arranged for all classes.

Pupils' interest and enjoyment are further promoted through an extensive range of after-school activities. Competitive sports are well promoted especially in football, netball and athletics.

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

Provision for pupils' personal, social and health education is **very good**.

### **Main strengths and weaknesses**

- Personal, social and health education makes a strong contribution to pupils' personal development.
- Displays promote the subject well.
- There is an effective school council.

### **Commentary**

76. The very good provision for pupils' personal, social and health education underpins the curriculum and makes a very strong contribution to the school's ethos. Each pupil is known well by more than one adult and all are treated as individuals.
77. The subject is used to promote a healthy safer environment. Fruit is recommended for a break-time snack and since crisps have been banned, the 'seagull problem' has disappeared. Water is available for pupils at all times. Parking of cars in the spacious car parks has been reorganised to allow emergency vehicles access at all times. Pupils are encouraged to support 'Walk to School Week'. The school enthusiastically supports re-cycling. Pupils collect aluminium cans for Albania and entered Carrick Council's 'Collect Scrap' competition, which the school won. The subject gives good opportunities for pupils to take responsibility. The prefects fulfil their role well. They organise the equipment in the 'Huff and Puff' scheme and are good role models for other pupils. The 'Friendship Squad' receives training in the summer term so that its members can help pupils maintain good relationships. The lunchtime clubs for vulnerable pupils effectively raise the self esteem of some pupils. The 'Buddy' scheme, where a pupil in Year 5 is linked to one in reception, helps the youngest pupils settle into school.
78. There are good opportunities for pupils to develop aspects of citizenship. For example, the geography topic for Year 5 was to investigate Falmouth High Street. After various surveys the proposition to make it a traffic free area was researched and debated. This was published in the local paper and subsequently class representatives were invited to a Council Meeting.
79. Powerful displays in corridors and classrooms promote the subject well. In the entrance hall there is an eye-catching display highlighting the skills and stamina of famous sports men and women. Alongside, is a display of awards pupils in school can achieve, for example, for kindness, hard work, helpfulness, and honesty. Imaginative slogans such as, 'Are you a winner? Make today count!' are used to encourage pupils. The 'Golden Rules' and class rules, which have been negotiated between teacher and pupils are prominently displayed. The behaviour policy is based on rewards so that pupils frequently receive praise.
80. The school council provides pupils with an opportunity to share their views and take part in some decision making. They have been responsible for the purchase of extra playground equipment. Most recently they have been planning a quiet garden and their ideas have been submitted to the architect.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3

<b>Overall standards achieved</b>	<b>5</b>
Pupils' achievement	3

<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2

<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	3
How well the curriculum meets pupils needs	2
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	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	3

<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	4
The leadership of the headteacher	2
The leadership of other key staff	2
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).*

