

INSPECTION REPORT

GULWORTHY PRIMARY SCHOOL

Tavistock

LEA area: Devon

Unique reference number: 113250

Headteacher: Mr P H Mawer

Lead inspector: Bob Cross

Dates of inspection: 3rd to 5th November 2003

Inspection number: 259811

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4 to 11 Years
Gender of pupils:	Mixed
Number on roll;	76
School address:	Gulworthy Tavistock
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Appropriate authority:	The governing body, Gulworthy Primary School
Name of chair of governors:	Mr S Howes
Date of previous inspection:	November 1998

Gulworthy Primary School is smaller than most other schools of the same type. There are twelve more pupils compared with when the school was last inspected. The school has eight pupils on its register of special educational needs, which is well below the level of the national average. None of the pupils has a statement of special educational need which is below the national average. At below two per cent, the number of pupils known to be eligible for free school meals is well below the national average. The school has six more boys than girls on roll and some years have a significant imbalance in the numbers of boys and girls. None of the pupils is from minority ethnic backgrounds and none speaks English as an additional language. Both of these features are lower than in most schools. During the last school year, two pupils entered the school other than at the usual time of first admission and one left it at a time which was not the normal leaving or transfer time for most pupils. This rate of mobility is low. In the last two years, one part time teacher left the school and was replaced. This is also a low rate of turnover. Pupils enter the school at average levels of attainment. This is a popular school which has a list of pupils waiting for a vacancy that will enable them to be admitted. The school opened in 1856 and was originally one of three schools built to serve a mining community. It serves a scattered rural community with no central village. The school achieved the Investor's in People Award in 2000 and it was renewed in 2003.

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Members of the inspection team			Subject responsibilities
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9446	Helen Griffiths	Lay inspector	
18083	Judith Howell	Team inspector	English, science, art and design, music, religious education, Foundation Stage, special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school which has a significant number of very good features. Overall, pupils' achievement is very good because of consistently good teaching in Year 1 to 4 and very good teaching in Year 5 and 6. Standards in the National Curriculum tests are consistently high especially in Year 6. The headteacher leads the school very well. The school gives good value for money.

The school's main strengths and weaknesses are:

- Pupils in this school achieve their potential in many aspects of the curriculum.
- Standards in English, mathematics and science are consistently high especially in Year 6.
- Teaching and learning are good overall and very good in Years 5 and 6.
- The very good leadership of the headteacher gives the school a clear focus on high standards.
- The school's ethos is excellent.
- The pupils are very confident and behave and apply themselves to their work very well. They have a very clear understanding of how to make their work better.
- Relationships with parents are very good and support the pupils' learning similarly.
- Average standards in ICT do not represent the pupils' full potential.
- The achievement of the children in Year R is satisfactory but not as good as it could be largely due to shortcomings in the school's accommodation.
- Provision for personal, social and health education (PSHE) is not well structured.

The school has made a good improvement since it was inspected in 1998. The two key issues for action from that inspection, improving accommodation and giving the head more time to manage the school, have been well addressed. In addition, improvements in standards in Year 6, the pupils' attitudes and the leadership of the headteacher have been identified by this inspection. In most other respects, the high standards identified by the school's last inspection have been maintained. However, the judgements of this inspection are lower than they were in 1998 in curricular provision.

STANDARDS ACHIEVED

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

**Standards are in the top five per cent of schools in the country.*

Achievement is very good. In Year R, achievement is satisfactory. Children are on course to reach the goals they are expected to reach by the end of Reception in all areas of learning judged by the inspection except in communication, language and literacy where standards exceed expectations. In Year 2, achievement is good and standards are average in reading and writing and above average in mathematics and science. In Year 6, achievement is very good and standards are above average in English, mathematics and science and average in ICT and religious education (RE). Very good achievement is directly related to the quality of teaching and learning in Years 5 and 6. Standards in ICT are average as some aspects of the subject are under developed.

Pupils' attitudes, behaviour, attendance and punctuality are very good. Their spiritual, moral, social and cultural development is good. Pupils show very good interest in learning and

are enthusiastic. Their behaviour is very good in lessons and around the school. The attendance rate is above the national average.

QUALITY OF EDUCATION

The quality of education provided by the school is good with a significant number of very good features. The quality of teaching and learning is good. Teachers' expectations of the pupils are very high and, as a result, pupils work hard and have a very clear understanding of how to make their work better. Teachers' attitudes encourage the pupils and engage their attention. A few lessons are over directed by teachers especially in Years R to 4. Teaching and learning are satisfactory in Year R. Assessment information is not always used well enough to plan suitable work for pupils in Year R and in subjects other than English, mathematics and science. ICT is not used well enough to support the pupils' work in other subjects. The school's relationships with parents are very good. There are comparative weaknesses in ICT and PSHE. There are shortcomings in some aspects of the curriculum in the Foundation Stage which are partly related to shortcomings in the school's accommodation. Accommodation for children in Year R is to be improved very shortly.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. Very good leadership by the headteacher results in a successful focus on high standards. All staff make good contributions to the management of Years 1 to 6. The management of the Foundation Stage is satisfactory. There is a very strong team spirit in the school. Equality of opportunity and fairness to the pupils are very evident. The governors have a good understanding of the school's strengths and weaknesses. Their financial management is prudent and rigorous but aspects of seeking value for money are under developed.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very positive about the school. The only significant improvement they would like is related to the school's accommodation.

Pupils also value their school highly. The only concern they expressed to inspectors was about the adequacy of the provision of toilets for the boys.

IMPROVEMENTS NEEDED

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

- Ensure that all aspects of ICT are developed systematically.
- Improve accommodation and the use of assessment information for children in Year R.
- Put the school's plans for PSHE into place in a structured way.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall, achievement is very good. Achievement is satisfactory in Year R and standards are, overall, average. Achievement is good in Years 1 to 4. Standards are above average in mathematics and science and average in English in Year 2. Standards are well above average in English mathematics and science in Year 6 because achievement is very good in Years 5 and 6.

Main strengths and weaknesses

- Pupils in this school achieve their potential in many aspects of the curriculum.
- Standards in English, mathematics and science are consistently high in the national tests especially in Year 6.
- All groups of pupils achieve equally well by Year 6.
- ICT is an area of comparative weakness.
- The achievement of the children in Year R is not as good as it could be due to shortcomings in the school's accommodation.

Commentary

1. Achievement in the Foundation Stage is satisfactory. This reflects the satisfactory nature of the quality of teaching and learning they receive. The nature of the school's buildings restricts the approaches teachers can employ although, even so, some of the teaching is over directed. Children are on course to reach the goals they are expected to reach by the end of Reception in all areas of learning judged by the inspection except in communication, language and literacy where standards exceed expectations.

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

Standards in:	School results	National results
reading	18.4 (19.6)	15.9 (15.8)
writing	15.3 (17.6)	14.8 (14.4)
mathematics	17.9 (19)	16.4 (16.5)

There were 13 pupils in the year group. Figures in brackets are for the previous year

2. In the end of Year 2 national tests in 2003, standards were in the top five per cent of schools in reading compared with all schools and with similar schools based on the number of pupils known to be eligible for free school meals. Compared with all schools, standards were well above average in mathematics and above average in writing. Compared with similar schools, standards were above average in mathematics and average in writing. The 2003 results reflect the consistently high standards the school reaches in these tests.

3. The findings of the inspection are that standards in Year 2 are above average in mathematics and science and average in English, ICT and physical education (PE) which were the only subjects where sufficient evidence was gathered to make valid judgements. Where the evidence allows comparisons to be made, these standards are the same as they were when the school was last inspected except in ICT where they are lower. Standards in ICT are lower as some aspects of the subject are now under developed. The judgements of the inspection are not as high as the school's results in the 2003 national tests. This is because a different group of pupils which has a high

proportion of pupils with special educational needs (SEN) is involved. It also reflects cyclical variations in the school's upward trend in standards due to this factor.

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

Standards in:	School results	National results
English	29.5 (29.6)	27 (27)
Mathematics	30 (27.9)	27 (26.7)
science	30.5 (29.6)	28.8 (28.3)

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

4. In the national tests in 2003, standards were in the top five per cent of schools in the country in mathematics compared with all schools. In English and science, standards were well above average compared with all schools. Compared with similar schools, based on pupils who performed similarly in Year 2, standards were well above average in English and mathematics and above average in science. Standards are consistently high over time. Any variation in standards is related to the abilities of particular year groups. All pupils consistently achieve very well.
5. The findings of the inspection are that standards in Year 6 are well above average in English, mathematics and science as pupils achieve very well due to the high quality of their teaching and learning. This represents similar standards to those found in English in 1998 but improved standards due to improved teaching in mathematics and science. In other subjects, this inspection only judged standards in Year 6 in ICT, PE and RE. Standards are average in these subjects as teaching and learning and, therefore, achievement are satisfactory. This is a fall in standards in ICT and RE compared with those of the school's last inspection. Standards in ICT have fallen for the same reasons as they have in Year 2. In RE, lower standards are because the subject is not taught in the same depth. Standards in PE were not clearly judged in 1998.
6. In Year 6, standards in speaking, listening and reading are well above average and standards in writing are above average. This continues the pattern of high standards in this year group. In Year 2, standards are above average in speaking and listening and average in reading and writing. In reading and writing, this is a lower standard than the school has regularly attained. This is due to the fact that the year group has a significant number of pupils with SEN. The use of writing skills in other subjects of the curriculum is satisfactory. The use of mathematics in other subjects is not fully developed. ICT is used satisfactorily to support the pupils' learning in English but it is less well used to support their progress in other subjects.
7. All pupils in this school achieve very well by the time that they leave Year 6. Discussions with pupils showed that they felt they were required to work hard at all times and were doing as well as they could. Parents had similar views about their children's progress. Pupils with SEN essentially reach similar standards to their peers because of the good support they receive. The school's results in the national tests over a three year period indicate that girls do better than boys in reading in Years 1 and 2. However, the findings of the inspection are that boys and girls achieve equally well in all year groups. The high standards reached in the school show how well it caters for more able pupils. It also identifies gifted and talented pupils and ensures that their needs are met. It has, for example, recognised the abilities of pupils in football and cross country running. Where necessary, it draws on external support, for example, for a child deemed to be a particularly able mathematician. Throughout the school, achievement in swimming is very good because of the provision made for this aspect of PE and standards are above average in Year 6.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, behaviour, attendance and punctuality are very good. Their moral, social, spiritual and cultural development are good.

Main strengths and weaknesses

- Pupils show very good interest in learning, concentrate very well and are enthusiastic.
- Their behaviour is very good in lessons and around the school.
- Relationships between pupils and among pupils and adults are very good.
- Pupils are very willing to take responsibility. They are confident, highly articulate and supportive of one another.
- Pupils show good respect for one another's feelings and beliefs.
- The attendance rate is above the national average.

Commentary

8. At all stages, all pupils enjoy school and all it has to offer. Children in the Foundation Stage class settle quickly into school routines and interact very well with the older pupils in the class. Pupils have very good attitudes to learning and want to do well. They are highly articulate and keen to enter into discussion. They listen very well to the views of others, co-operate very well and are very trustworthy. All pupils respond very well to teachers' high expectations of them and are confident, friendly and polite.

9. Behaviour is very good throughout the school in lessons, assemblies and playtimes. This reflects the views of the parents who responded to the questionnaire. Although there are very few school rules, pupils are very well aware of how they should behave and fully understand the difference between right and wrong. No bullying or harassment was observed during the inspection and pupils knew what they should do if it should occur.

10. Pupils are very enterprising and respond very well to the many very good opportunities for taking responsibility. Relationships between pupils and adults and among the pupils themselves are very good. Pupils are keen to take part in school activities.

11. Attendance and punctuality are very good – particularly commendable given the distances some children have to travel. Staff monitor attendance effectively. There is no unauthorised absence. There have been no exclusions for the last 30 years.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data:	4.1
National data:	5.4

Unauthorised absence	
School data :	0.2
National data:	0.5

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

12. The family ethos and the social and moral development of the pupils are very good. Pupils behave with consideration for others and have a well-developed sense of how their behaviour might affect others. In discussions, pupils particularly liked the friendly atmosphere of the school and felt confident that they could ask for help at any time from any adult in the school. Staff are good role models, presenting a calm and thoughtful approach to life and the school and discussing issues with pupils during the school day.

13. Provision for pupils' spiritual and cultural development is good. Pupils have good opportunities to reflect on the beliefs of others through RE and during collective worship. They show very good self-knowledge in discussions. There are good links with the local church. Year 6 pupils learn French. The school is aware of the difficulties of preparing children from an all white community for a multi-ethnic society. It has addressed the problem through a very good range of visitors to the school, including speakers from the Jewish and Hindu communities, Japanese and African artists, as well as exploring the way of life of a West Indian immigrant through English. Pupils have the opportunity to study their own community through the visits and activities provided for them.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	76	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

14. The quality of education provided by the school is good with a significant number of very good features. The most significant strength is the quality of teaching and learning. In Years 1 to 4 teaching and learning are consistently very good and they are very good in Year 5 and 6. The result is that the pupils' overall achievement is very good and there are very high standards in the National Curriculum tests especially in Year 6. The pupils are very confident and behave and apply themselves to their work very well. They have a very clear understanding of how to make their work better. The school's relationships with parents are very good. Its ethos is excellent. There are comparative weaknesses in ICT, provision for PSHE and aspects of the curriculum in the Foundation Stage some of which are related to shortcomings in the school's accommodation.

Teaching and learning

The quality of teaching and learning is good. Teaching and learning are satisfactory in Year R. Assessment is good. In Year R, assessment is satisfactory.

Main strengths and weaknesses

- Teachers' expectations of the pupils are very high in terms of both the standards of behaviour they expect and the academic standards to be achieved.
- Lessons and teachers' attitudes encourage the pupils and engage their attention.
- Pupils work hard and have a very clear understanding of how to make their work better.
- Pupils with SEN are taught very well.
- A few lessons are over directed by teachers especially in Years R to 4.
- Assessment information is not always used well enough to plan suitable work for pupils in subjects other than English, mathematics and science.
- ICT is not used well enough to support the pupils' work in other subjects.

Commentary

Summary of teaching observed during the inspection in 17 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
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0	3	8	6	0	0	0
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The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

15. The findings of this inspection closely reflect those of the school's 1998 inspection so that good quality teaching has been maintained. Additionally as in 1998 too, no unsatisfactory teaching was seen and there were particular strengths in Years 5 and 6 and in the teaching of pupils with SEN. Teaching and learning are good in all areas of the school except in Year R where they are satisfactory. As a result of this quality of teaching and learning, pupils reach very good standards in Year 6. Both parents and pupils felt that the teaching was good.
16. Strengths of the teaching include the high expectations of the teachers and the way teachers encourage the pupils to take an active part in lessons. All teachers expect the pupils to behave well. These features were seen in a Year 5/6 mathematics lesson. The content of the lesson was challenging as pupils undertook a variety of exercises about probability. The objective was to extend their understanding of the difference between the theory of probable outcomes and their results. They worked enthusiastically and with great enjoyment. The teacher kept the lesson moving rapidly. When the pupils asked for more time to complete an exercise, the teacher told them they had enough time if they concentrated. They completed the work in the time allowed. The teacher used his knowledge of the subject and the pupils very well to ensure that pupils of all abilities were challenged. Less able pupils were very ably supported by the teaching assistant. As a result, all the pupils achieved very well.
17. Satisfactory teaching and learning in Year R are, to some extent, related to shortcomings in the school's buildings which place restrictions on the organisation of the curriculum for these children. There are a number of good features that contribute to the children's learning. The teamwork between the teacher and teaching assistant is effective and ensures that each day's activities are well organised and run smoothly. However, there are elements of over direction of the children in some lessons so that they do not get enough chances to make choices for themselves. Additionally, assessment information is not always used well enough to plan the pupils' work. These features were evident in a science lesson where Year R and Year 1 pupils all undertook very challenging work which is commonly found in Year 2. The work was essentially the same for all pupils for most of the lesson and the approach to the work was largely laid down by the teacher. Similar issues are sometimes present in Years 2, 3 and 4. For example, in a PE lesson, the pupils fundamentally copied the teacher's movements for long periods of the lesson.
18. The quality of teaching for pupils with SEN is good. They are given work that is appropriate to their needs and the support they receive from teachers and assistants is effective. This enables pupils to be independent and confident. Procedures for monitoring and supporting pupils with SEN are good. Pupils are carefully assessed and this helps targets in their individual education plans to be clear and measurable.
19. ICT is used to support the pupils' work in a range of subjects particularly English. There was also evidence of its use in, for example, science and DT. However, much of the work in other subjects is limited to word processing or is strongly directed by the teacher and is not structured well enough to ensure consistent progression in the pupils' learning.
20. As in 1998, the school has high quality assessment procedures. These procedures are particularly strong in English and mathematics. The teachers constantly monitor the pupils' progress so that they know exactly what standards they have reached and what they need to do to continue to improve. This information is translated into targets which are given to the pupils. The pupils' understanding of these targets, how to achieve them and how it makes their work better is very impressive. In conversation, they were able to explain fully the benefits of these procedures and how much they valued them. These procedures are a very significant factor in the pupils' consistently high achievement in Year 6. In lessons, teachers carefully monitor the pupils' understanding of their work to ensure that they know what they are doing. Marking of work is careful.

Pupils were very confident that, if they got work wrong, teachers would clearly explain to them how to put it right. In subjects other than English, mathematics and science assessment procedures are largely informal and decided by individual teachers. In some lessons where these informal procedures apply, work is not always well matched to the range of ages and abilities of the children in the class.

The curriculum

Curricular provision is satisfactory. The enrichment of the curriculum is good. The school's accommodation is unsatisfactory. Overall, it is satisfactorily resourced.

Main strengths and weaknesses

- All pupils are valued and respected equally and receive good equality of opportunity.
- Provision for pupils who have SEN is good particularly when they are supported by teaching assistants.
- The school provides a good range of activities such as educational visits.
- Provision for ICT does not develop all aspects of the subject fully.
- The unsatisfactory nature of the school's accommodation restricts the implementation of the curriculum in the Foundation Stage.

Commentary

21. The school has an excellent ethos. It is a caring, supportive community which appreciates the full range of pupils' achievements highly and treats them as individuals. All of the pupils are well known to the teachers and their academic and personal needs are very well catered for. As a result, all pupils achieve very well in all aspects of their development and take a full part in all aspects of the school's work. Provision for pupils with SEN is good. They are given work that is pitched at appropriate levels for their development and they receive good support from teachers and assistants. Pupils are fully and successfully included in all aspects of school life.
22. Educational visits are a particular strength of the school's curriculum. These visits have included the Eden Project, Plymouth Aquarium and Dartmoor. The trips are consciously designed not only to enrich the pupils' learning but also to develop their understanding of areas which are not as rural as the one in which their school is situated. Their life skills are also enhanced by a range of outdoor activities including rafting and high rope work during a visit to a centre in North Devon. Visitors to the school also support the pupils' learning well. These have included the local police, firemen, an African dancer and a range of visitors from other faiths. The school has a sound range of extracurricular activities for its size including sport, music and ICT. It takes part in competitive sports with other schools, for example, in football, netball and swimming with considerable success.
23. ICT is used in a range of aspects of the curriculum. It is most commonly used in English where the pupils regularly word process their work. However, aspects of the subject such as the use of E mail and programming and controlling devices are less well developed. The pupils' understanding of the range of the subject is limited.
24. The curriculum for children in Reception is generally satisfactory. The planning overall is subject based with links made to the Early Learning Goals as recommended for the Foundation Stage. However, it is often too closely related to the curriculum for pupils in Years 1 and 2, which limits the opportunities for the Reception children to be involved in activities that enable them to choose for themselves. The accommodation also places restrictions on the provision for physical activities. In particular, the outside area is very small and has no covered area, which limits its use. The building plans in place will go some way to improving these facilities and access for the disabled. Resources are well suited to the demands of the curriculum.

Care, guidance and support

The provision for pupils' care, welfare, health and safety is good. The provision of support, advice and guidance based on the monitoring of pupils' achievement is good. The involvement of pupils through seeking and acting on their views is good.

Main strengths and weaknesses

- The induction arrangements for children in Reception are good.
- There are effective procedures for health and safety, child protection and first aid.
- All adults know pupils very well and provide very good levels of care.
- There are very good systems for monitoring pupils' academic standards and progress.
- Arrangements for monitoring pupils' personal development are informal but effective.
- The involvement of pupils in the school's work is good.

Commentary

25. There are good arrangements for children when they start at the school, which are enhanced by the very good relationships with the local pre-school. The arrangements include preliminary visits to the school by both children and parents and home visits if desired. These enable teachers to gather information about the children and, as a result, children settle in very quickly and make good progress. A good quality and informative booklet about starting school also provides useful information for parents and children. There are good procedures for monitoring all the children's achievements on a day-to-day basis.

26. The school has good health and safety procedures. All risk assessments have been completed. The headteacher is the designated person for child protection and for pupils in public care. Procedures are effective, but he and his deputy for child protection have not undertaken recent training and this needs to be addressed. Staff are very aware of child protection issues and there are good guidelines for all staff. Local social services and police are very supportive. Arrangements for the administration of first aid and for monitoring pupils' medical conditions are very good and very good numbers have been trained. Security is as good as is practicable.

27. There is a strong bond of trust between pupils and all adults who work in the school. Nearly all pupils who responded to the inspection questionnaire felt there was at least one adult to whom they could turn for advice. Adults know the pupils very well and monitor their personal development on an informal but effective basis. Academic monitoring is used very well to inform pupils' reports. Very good tracking systems are used to check on pupils' progress and pupils really understand what they have to do to improve. Pupils' views are sought consistently. Pupils in their questionnaire felt confident that their views could be heard and acted upon- for example, the peer mediation scheme is to be revived because Year 6 pupils felt it would be useful.

Partnership with parents, other schools and the community

The school's links with parents are very good. Links with the community and with other schools are good.

Strengths and weaknesses

- Parents have very positive views of the school.
- The school provides parents with very good information.
- Good links with the local pre-school and with other local schools provide many benefits for the pupils.
- The school has good links with its local community.

Commentary

28. In a high return to the questionnaire, parents and carers expressed very positive views on all aspects of the work of the school. Information provided for parents is very good. Details about the work pupils are to cover are provided each week in the home/school book and the same books are used very well as a means of dialogue between school and home. Regular newsletters keep parents well informed of events and teachers are always available for informal consultation at the end of the day. The school prospectus and governors' Annual Report are clearly written and informative. Written annual reports are very good: they provide diagnostic and thorough information on children's progress, set targets and offer parents and pupils the opportunity to comment. Parental consultation books are used very well at twice-yearly review meetings for parents to comment on children's progress. A well-presented booklet entitled, 'When I start school' provides much useful information and prepares parents and the children well for school. Parents of pupils with SEN have good links with the school. All parents of pupils with SEN are involved and are kept well informed throughout the process of reviewing their children's individual education plans.
29. There are good links with local secondary schools and some very good links with other local small primary schools, including a shared residential weekend and sports events. Parents support the school very well through the Parent Teacher and Friends' Association, which has raised good sums to support trips and visits and buy playground equipment. A small number of parents help in school on a regular basis. The school has good links with the local community: children take part each year in the Tavistock carnival, visit the elderly at Christmas and are supported by the Women's Institute.
30. Pupils transfer to secondary school very easily. This is partly because of the formal procedures in place and because the school has established some curricular links with Tavistock College. However, it is also due to the confidence that the school instils in its pupils which enables them to cope readily with unfamiliar circumstances. Additionally, because of the school's strong relationships, former pupils readily help and support those who follow them to secondary school.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The leadership of the headteacher is very good. The leadership of the Foundation Stage is satisfactory; other leadership roles are fulfilled well. The management of the school is good. The school's governance is satisfactory.

Main strengths and weaknesses

- Very good leadership by the headteacher results in a successful focus on high standards.
- All staff make good contributions to the management of Years 1 to 6
- There is a very strong team spirit in the school.
- Equality of opportunity and fairness to the pupils are very evident.
- Financial management is rigorous but aspects of seeking value for money are under developed.
- The management of the Foundation Stage is satisfactory.

Commentary

31. The consistently high standards reached by the pupils in Year 6 make the effectiveness of the headteacher's aspirations for the school's pupils very evident. They also make a number of other features of his very good leadership very apparent. The quality of the head's teaching is a very good role model for teachers and teaching assistants who follow his lead well. Priorities for the development of the school are well communicated in the school improvement plan. This all results in a strong and effective team spirit in which all members of staff make important contributions to the teaching in the school. As the school is small, all members of the teaching staff have significant leadership responsibilities which are well completed in most cases. The headteacher has only

recently taken on the responsibility for special educational needs co-ordinator but he fulfils the role well. The pupils respond very well to the leadership of the school. They respect and admire the staff and want to do their best for them. This all results in a school in which every individual is regarded as important and in which everyone does their best for the pupils who achieve very well by Year 6. All of the pupils spoken to felt that the teachers treated them fairly and were willing to help them at all times.

32. The good management of the school is illustrated by effective and realistic self evaluation. Strengths are recognised and celebrated and ICT is clearly acknowledged as one of the major areas for improvement. The analysis of assessment information strongly underpins the pupils' good achievement. Performance management fully reflects the school's strong commitment to staff development. For example, the mathematics co-ordinator has undertaken training in investigative mathematics to address a perceived relative weakness in this area. The school makes a good contribution to the initial training of teachers. It regularly has students on teaching practice and provides a strong base for this training. The headteacher is a tutor for students training to be teachers. Many of the school's staff are long serving. Where new staff are appointed, they are carefully selected to fit into the school's needs and ethos and are well inducted into their roles. Staff are well deployed. The school is currently addressing the "Raising standards and tackling workload" initiative to confirm that support staff and teachers work together as effectively as possible. The school's finances are managed very prudently and effectively. However, the school does not formally consult parents about curricular developments and does not compare its costs with those of other schools.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	212,078	Balance from previous year	6,500
Total expenditure	199,563	Balance carried forward to the next	12,515
Expenditure per pupil	2626		

33. The leadership and management of the Foundation Stage are satisfactory. This is, to some extent, because the nature of the school's buildings restricts the implementation of the curriculum for children of this age. However, it is also because curricular provision is, in practice, too closely related to the National Curriculum rather than the areas of learning recommended for children in Year R. The co-ordinator has a clear sense of direction for the future development of the provision.

34. The governance of the school has strengths in terms of its commitment to the school and its understanding of its strengths and weaknesses. Governors visit the school regularly and report on their areas of responsibility. However, they do not contribute to the school improvement plan or budget planning in the earliest stages of their development and their role as critical friend to the headteacher is under developed.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision for children in the Foundation Stage is **satisfactory**.

35. Children are admitted to school full-time in the September and January of the year in which they become five. They enter a class that also has a group of Year 1 pupils. There are currently five children in the Reception year. Induction procedures are good and this means that the children quickly get used to the school routines. Overall, their attainment on entry is average. By the end of the Reception year, most children are achieving satisfactorily. In their communication, language and literacy skills and in aspects of their creative development, they achieve well and reach above average standards. The quality of teaching and learning is satisfactory overall. There are strengths in the teaching of communication, language and literacy and in the teaching of the more formal aspects of their creative development.
36. There are some shortcomings. This is mainly because the curriculum for these children is at times too closely related to the programme for pupils in Years 1 and 2. In particular, there are limited opportunities for children to develop fully their independence in selecting an activity and using their imagination in free play activities. The school's buildings place some restrictions on aspects of the children's social and physical development, as it is difficult to provide a broad range of situations in which the children can use and extend their learning outside. However, the very good care and support given to the children ensure that their personal and emotional needs are well met. There were no issues identified for the provision of children in the Foundation Stage in the previous inspection. However, since then, there has been a decline in the provision that relates to the range of experiences provided for the youngest children in the mixed age class.

Personal, Social and Emotional Development

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

Main strengths and weaknesses

- Relationships between adults and children are very good.
- The children are confident and happy in school.
- Children do not have enough opportunities to choose activities for themselves and to initiate their own ideas through play.

Commentary.

37. Standards are average. The Reception children work and play enthusiastically with each other and with the older children in the class. Relationships between adults and children are very good, and this helps to promote children's self-esteem and confidence. They are constantly encouraged to feel confident by sharing their successes with the rest of the class. Children show respect for each other's needs and views and this is promoted well through encouraging children to think about sharing. This is a strong feature of the class and older pupils in Year 1 are careful to support and encourage the younger children. Teaching and learning are however, satisfactory overall as there are some shortcomings. Notably, the provision for children to choose activities for themselves is restricted and free play is limited in terms of both scope and frequency. This reduces the children's ability to make choices about what they can do and to initiate their own ideas through play. Children behave well and respond willingly to requests to stop their activities and be ready to listen.

Communication, Language and Literacy

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

Main strengths and weaknesses

- Teaching and learning are good.
- Children's communication and language skills are well developed.

Commentary.

38. Most children make good progress in developing new skills. The teaching and curriculum for speaking, listening, reading and writing are good. Many children are confident speakers and these skills are developed well, with many opportunities for them to talk. The children are encouraged to build on their good vocabulary by explaining their ideas both about stories and while at work. There was good teaching of phonics and writing as the children were provided with a range of activities that met their needs well. The support of both the teacher and teaching assistant, who took turns in working with this small group of Reception children, was good. As a result, they achieved well, with one child already applying the knowledge of sounds to her writing. Those who have not reached this stage are encouraged to dictate what they want to write to an adult, copy it and read back what they have written. All children listen to stories with great interest and attention and many know about books and how to use them. All children take books home to share with their parents, and are provided with a book in which the teacher and parent share valuable information on the progress of the child. The work from pupils in Year 1 showed good achievement, with a number of children successfully writing simple sentences independently.

Mathematical development

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses.

- Adults question children well to support their learning.
- Children's good language skills mean that their use and understanding of mathematical vocabulary are good.
- The activities are at times too long to retain the interest of the children.

39. Teaching and learning are satisfactory and standards are average. Children are encouraged to count by playing games and by singing a variety of number songs. They develop their ideas through practical experiences, such as using play materials to count out and match to number cards. The direct teaching of mathematics, when working with the Reception children is often imaginative and takes full account of children's learning. For example, with the support of the teaching assistant, the children hunted for hidden bricks in the sand and once found, counted and matched them to the correct numbers on cards. Adults question the children while they are engaged in these activities, always trying to draw out and encourage mathematical understanding. However, sometimes too much time is spent on the tasks and the children become restless when they have to concentrate on one activity for a long time. Children showed that they were able to count and recognise numbers up to ten. Aspects of mathematics that demand the use of language, for example, describing quantity and position are good.

Knowledge and Understanding of the World.

40. It was not possible to make an overall judgement of standards or teaching and learning in this wide area of learning, but the photographs seen of the children at work showed that they were given a suitable range of experiences to find out about the world they live in. For example, children have had the opportunity to visit a nearby supermarket where they purchased fruit, which on return to

school they made into a fruit salad. They follow the journeys of the teddy 'Barnaby Bear' to faraway places such as Australia and India and visit the 'Eden Project' in Cornwall. In science, however, much of the work is often more relevant for pupils in Years 1 and 2. Although it captures the interest of the younger children, it does not cover all the aspects recommended for the Foundation Stage, notably the opportunity for children to explore and learn by doing on a day to day basis. They confidently use the computers and are able to control the mouse to guide the pointer across the screen to select an object or choose an option. Children's awareness of religious and cultural traditions is appropriately enhanced through stories. A strong sense of their own religious customs is well promoted.

Physical Development

41. It was not possible to make an overall judgement of provision, standards, teaching or learning. However, the limitations of the accommodation mean that children do not have free access to a suitably sized outdoor play area. Although alternative arrangements are in place for them to use the parish hall for PE, this was not used during the inspection. The teacher provides children with a good range of experiences to help improve their manipulative skills by handling modelling materials, scissors and brushes. When writing, both the teacher and teaching assistant encourage children to form their letters correctly.

Creative development

Provision in creative development is **satisfactory**.

Main strengths and weaknesses.

- The teaching of art and music is good.
- Not enough time is given to imaginative role-play.

42. The overall quality of teaching and learning is satisfactory with strengths in the teaching of art and music. As a result, the children achieve well in these aspects although, overall, achievement and standards are satisfactory. They explore a suitable range of materials, create simple collage pictures using natural materials, learn how to mix colours together and enjoy using paint and pastels to make attractive pictures of flowers. In music, children are given the opportunity to explore the percussion instruments and create their own composition to fit the story 'Giraffes Can't Count'. With the support of the class teacher, they record their composition and listen with great pride and pleasure as they play it back. They know a wide variety of action songs, can clap in time to taped music and use the percussion instruments skilfully to make different sounds. However, in terms of their creative role-play, the activities on offer do not allow children to explore and use their imagination to the full. Although the play area was set up as a 'Travel Agency', the children had few opportunities to use it and little attention was given to engaging the children in role-play.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

English

Provision in English is **very good**.

Main strengths and weaknesses

- Standards in reading and speaking and listening and are well above average in Year 6.
- Pupils' achievement is very good.
- Pupils have very positive attitudes to the subject.
- Teaching is good overall and very good at the upper end of the school.

- The subject is well managed.
- The tasks set for pupils' individual work are, at times, not always closely enough matched to their needs.
- The restrictions of the accommodation do not allow for the provision of a whole school library.

Commentary

43. Overall, standards in English are well above average by Year 6 and pupils' achievement is very good. This includes pupils with SEN and the more able pupils. The school has successfully maintained the high standards attained by Year 6 pupils since the last inspection. Standards in reading are average in the current Year 2, which is lower than at the time of the last inspection and in the 2003 test results. This is because there is a relatively high proportion of pupils with SEN within this very small year group. Most pupils read simple texts accurately and know how to sound out unfamiliar words. They readily talk about the books they read and show a suitable understanding of the story and characters. In Year 6 pupils are achieving standards that are well above average in their reading. Pupils enjoy reading and understand its importance in all aspects of their learning. The additional guided reading times provide very good opportunities for pupils to engage in a high level of discussion about the books they are reading. By Year 6, therefore, the majority of pupils are confirmed readers who can confidently tackle a wide range of texts. Although the school has no library, the older pupils have access to their own class library and as a result they have developed the necessary skills for finding books and information. However, the accommodation limits the use of this resource to pupils in other classes.
44. Standards in writing are average in Year 2 and above average in Year 6. The majority of pupils achieve well, because of good teaching. Pupils are taught about grammar and punctuation and have an increasing knowledge of how these should be used. The more able pupils in Year 2 show a secure grasp of the spelling of common words and are beginning to use speech marks and exclamation marks in their writing. Less able pupils, while generally writing coherently, have a variable understanding of how to form simple sentences accurately, particularly in their use of basic punctuation. The analysis of pupils' work from the previous year showed that most pupils were able to sustain and develop their ideas well, through the use of imaginative and adventurous vocabulary. The work of the current Year 2 pupils, shows that they recognise the importance of providing the correct sequence of instructions when for instance, writing instructions on how to make an Egyptian cat or compiling a recipe for 'Animal Soup'. In the lesson observed, pupils were beginning to write a descriptive report based on the characters from the story 'Fantastic Mr. Fox'. Most pupils, however, required the support of the class teacher and teaching assistant to assist them in compiling their ideas.
45. In Year 6, the analysis of work showed that pupils write in a wide range of forms, including, newspaper reports, biography, stories and instructional writing. In the best writing, examples of their poetry work were particularly mature. A very good example was seen in a poem written by a more able pupil, entitled '*The Deer*', in which the language used skilfully set the tone and captured the feelings of the writer:
- 'The shadow of death is destined to catch,
And the deer is still peaceful and happy,
The cloud of destiny moves quickly,
The peaceful becomes the prey'*
46. Most pupils use paragraphs, correct punctuation and good grammatical structure in their written work. The school makes effective use of pupil progress books to assess pupils' writing. Samples of written work are collected, marked and scored according to set criteria. This enables teachers to see how pupils are progressing and enables them to set targets for improvement. Ways to add interest to the writing curriculum and to give pupils enthusiasm for this aspect of their work are particularly effective.
47. Throughout the school, teachers work hard to ensure that pupils are given good opportunities to develop their speaking and listening skills and this encourages effective learning. As a result,

standards are above average by Year 2 and well above average in Year 6. Pupils listen well in lessons and speak confidently to each other and adults. In Year 6, there were many examples of pupils contributing well to discussions on a range of issues in lessons. For example, when sorting and organising facts about the school in preparation for writing a page for the school prospectus, the pupils contributed many ideas that not only conveyed the factual information, but also included persuasive language.

48. Teachers have a secure understanding of the national literacy strategy and implement it effectively. Teaching in English is of good quality overall with some very good features at the upper end of the school. Teaching assistants are well prepared for lessons and make a good contribution to pupils' learning. Teachers' lively presentations quickly engage the interest of pupils. The pupils respond enthusiastically and concentrate for long periods. When teaching the whole class together in the first part of a lesson, questions are used well to direct pupils' thinking, the rate of pupils' learning is consistently and they contribute very well. However, teaching is sometimes less effective when pupils are working on individual or group tasks because the activity is not always sufficiently well matched to their abilities. When this happens their attention wanders and, as a result, the rate of learning drops.

49. The management of English is good. There has been a good improvement in the subject since the school's last inspection. Assessment in English is very effective and teachers use this well to plan further work. Results of national tests are analysed rigorously to identify areas where pupils have difficulty. This enables teachers to set realistic targets for pupils.

Language and literacy across the curriculum

50. Speaking and listening skills are well developed through all subjects. Teachers are very aware of the need to promote accurate and clear speaking skills and so they provide many opportunities for pupils to speak with partners, as part of a group or in front of the whole class. By Year 6, pupils use reference and resource books confidently. Opportunities to write in other subjects are having an increasingly positive impact on improving pupils' writing skills.

MATHEMATICS

Provision in mathematics is **very good**

Main strengths and weaknesses

- By Year 6, pupils' achievement is very good.
- Teachers have very high expectations of the pupils.
- Assessment procedures, including pupils' understanding of how to improve, are very good.
- Pupils have very good attitudes to mathematics.
- The pupils' mathematical vocabulary is very well developed.
- Investigative mathematics is a relative weakness in some classes.
- The use of ICT to support the pupils' learning in mathematics has strengths and weaknesses.
- The use of mathematics in other subjects is satisfactory but could be further developed.

Commentary

51. In Year 6, standards are well above average which represents very good achievement. It also reflects the generally high standards in the national tests. These standards were evident in lessons, the pupils' work and in conversation with the pupils. Pupils in Year 6 are strong in all areas of mathematics. During the inspection, some particularly demanding work in data handling was observed. Since the school's last inspection, standards have risen from above average which represents a good improvement in the subject since that time.

52. In Year 2, standards are above average which is good achievement for the group of pupils involved. This judgment is the same as that of the school's 1998 inspection but it is not as high as the standards reached in the national tests in 2002 and 2003. This is because the current Year 2 has a significant number of pupils with SEN. Standards are above average in all aspects of the pupils' mathematical work in Year 2. The pupils are particularly able in their number work and were especially confident about addition and subtraction. Discussions with pupils in Years 2 to 6 showed that they regarded investigative mathematics as the most difficult aspect of the subject although their standards and achievement are good.
53. The quality of teaching and learning is very good in Years 1 to 6. Teachers expect the pupils to reach their potential and give them every help and encouragement to do so. Assessment procedures and the use of assessment information support teaching and learning very strongly. Teachers know what standards pupils reach and they plan what they need to do to improve very well. A particular strength is the way this is communicated to the pupils. In conversation, the pupils were fully aware of the school's assessment procedures and how their targets were relevant to their progress and could be achieved. They were also very confident that, if they faced difficulties, the teachers would soon help them to overcome them.
54. The strengths of the teaching and learning were evident in the lessons observed. In the Year 5/6 lesson, the speedy mental session showed the teacher's keen awareness of the needs of individual pupils. Demanding questions suitable to the range of abilities in the class were fired in rapid succession. The pupils responded eagerly and accurately. In the main part of the lesson, pupils were challenged to explain and develop their reasoning. They did this with evident enjoyment.
55. In the Year 2/3/4 lesson, a very strong feature was the way work was tailored to the wide range of ages and abilities in the class. Well prepared tasks at different and challenging levels related to the needs of the pupils were set for the main activity. These involved counting forward and backwards with varying degrees of difficulty with Year 4 pupils working in negative numbers. The teacher and the teaching assistant supported pupils well. Ongoing assessment was used to good effect. When the teacher asked the teaching assistant how the group she was supporting was doing, she was told, "Counting forward is good but not backwards". Further practice on counting backwards was organised. The pupils applied themselves well during all parts of the lesson.
56. In both lessons, there was an insistence on the use of the correct mathematical terms which developed the technical vocabulary of this subject well. Pupils in Years 5/6 were encouraged to use terms such as "probability" and "instant recall" and were reminded how their targets related to the work in hand. In Years 2/3/4, pupils were comfortable when using words like "digit", "odd and even" and "negative numbers".
57. The use of ICT in mathematics is satisfactory. During the inspection, there was evidence that pupils used ICT to extend their numeracy and data handling skills. However, it was evident that the use of ICT in mathematics was not a regular or natural part of the pupils' learning. No actual use of ICT in mathematics was seen during the inspection.
58. The subject is very well managed. Standards are high. Assessment procedures are very good and the mathematics curriculum is very well organised. Nevertheless, there is no complacency. For example, the school has identified investigative mathematics in Years 1 to 6 as an area of relative weaknesses and the co-ordinator has undertaken training to address this issue. Additionally, support for a pupil who is very able in mathematics was arranged with Tavistock College in order to ensure that she reached her potential in the subject. There has been a good improvement in mathematics since the school was last inspected.

Mathematics across the curriculum

59. There is some evidence of the use of mathematics in a range of other subjects. For example, pupils measure in DT, calibrate in science, investigate timelines and money in history and use grids in geography. However, the use of the subject in other areas of learning is inconsistent and not fully

planned. As a result, opportunities for the pupils to apply these skills productively in all subjects are missed. The high standards evident in mathematics are not commonly seen in the use of the subject in other aspects of the curriculum.

SCIENCE

The overall provision in science is **very good**.

Main strengths and weaknesses

- The standards reached by pupils in Year 6 are well above average.
- There are regular opportunities for pupils to investigate and experiment.
- The teaching of science is very good in the Year 5/ 6 class.
- Pupils enjoy science and behave very well in lessons.
- There is some over direction of investigative work.
- Procedures for assessing pupils' work are not formalised.

Commentary

60. Standards in science in Year 2 are above average. This judgement is similar to the findings of the school's last inspection and the assessments made by teachers at the end of Year 2 in 2003. This inspection finds that children start school at average standards. For these reasons, the good teaching and learning is judged to be promoting good achievement in Years 1 and 2.

61. In Year 6, pupils' attainment is well above average. This is similar to the judgements made at the time of the school's last inspection. The results of the 2003 tests showed that the number of pupils gaining Level 5 and above is high. This is consistent with the very good teaching seen in Year 6 where the high expectations of the teacher have a major impact on pupils' learning. As a result, pupils' achievement is very good. This includes pupils who have SEN and also more able pupils.

62. The evidence shows that the pupils are taught all elements of the subject as they move through the school. In a Year 1 lesson, many pupils revealed good achievement as they made a circuit successfully for the first time. Pupils in Year 2 have a good knowledge of living things. They also recall earlier learning about the characteristics of materials and explain simply why some materials are particularly suited for a specific purpose, such as glass for windows and wood for doors. Most pupils are developing a scientific vocabulary to explain their observations as they undertake investigations. As a result, by Year 6, many pupils are able to provide clear explanations and record their findings accurately when writing up the experiments.

63. Teaching in science is consistently good, with some very good features at the upper end of the school. This means that pupils most often make very good progress. Teachers are skilled at developing the appropriate scientific language that pupils need to talk about their work. This supports their literacy and speaking skills very well. Lessons are well prepared, organised and interesting. As a result, pupils are positive about their work. Much of the work set is challenging, and builds well on pupils' previous learning. In some instances, however, the pupils' investigative work is too directed by the teacher. As a result, pupils know that things happen, but are not always clear about the process of why. In the Year 5 /6 class, science is taught very effectively and this has an impact on the very high standards. The very high expectations and standard of questioning ensure that all pupils are challenged well and enjoy thinking scientifically. This was well illustrated in the lesson observed based on sound. The high quality discussion was a key factor to learning in this lesson. A good feature in this lesson was the use of ICT, where pupils had the opportunity to use a sound sensor to detect the sounds of the computer fan, record what happened and print off the graph. The previous work undertaken by the Year 6 pupils showed that pupils had been given many opportunities to carry out a wide range of investigative work on plant germination, forces and solid, liquids and gases. Much of this work had a good contribution to pupils' numeracy skills.

64. The subject is well led and managed by the head teacher and there has been a good improvement since the school was last inspected. However, the assessment procedures for

science are, in general, based on teacher assessments. Although the teachers know their pupils well, there is no formal approach to tracking pupils' progress.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **satisfactory**

Main strengths and weaknesses

- Most pupils word process successfully.
- The pupils are confident and enthusiastic in their use of ICT.
- Some aspects and skills of the subject are underdeveloped.
- Assessment procedures are not good enough.
- Pupils' access to computers to support their work in other subjects is unsatisfactory.

Commentary

65. Standards are average in ICT in Year 2 and Year 6. In Year 2, pupils have handwritten poems and stories and copied them onto a computer. They have done "little sums", programmed a robotic toy, used an art program and played games. In conversation, some pupils lacked confidence in their ability to perform basic functions such as saving and printing unaided. Year 6 pupils have combined text and graphics and are very confident about most of the basic keyboard functions when word processing. However, their skill at operating a keyboard is basic.

66. The evidence shows that pupils in Years 3 to 6 cover all aspects of the subject although word processing is the strongest part of the curriculum throughout the school. They have handled data in mathematics, used a digital microscope in science and made use of a digital camera. Pupils have used the Internet to find information. Weaker aspects of the subject which are not studied in sufficient depth are limited use of E mail which is essentially restricted to the pupils sending their work in French to be marked, programming and controlling devices and using ICT based models or simulations. The use of sensors is a new development in curricular provision as software has recently become available. This was seen to good effect in a science lesson. The pupils' understanding of the range of the subject is limited. In conversation, they were content to define it as "pretty much computers". These limitations explain why standards are now considered to be average in Year 6 when they were judged to be above average when the school was last inspected.

67. No direct teaching of ICT was observed by this inspection and little was seen in 1998. The teaching seen in 1998 was judged to be good. The evidence of this inspection indicates that teaching and learning are satisfactory and promote satisfactory achievement. This judgement is based on the standards reached by the pupils, discussion with them and teachers, analysis of work and strengths and weaknesses in curricular provision. Pupils were observed using computers after school and at other times during the day when lessons were not taking place. They showed enjoyment and interest, worked well with others and had the confidence not to be worried about making mistakes.

68. The management of the subject is satisfactory. The school recognises that ICT is its most important area for development and the reasons why improvement is needed. Its plans to remedy the situation are clearly set out in its school improvement plan. The school has asked parents for permission for their children to use the school's internet facilities. It has made clear the condition under which children will have this access and invited parents to use the facilities. The school has a good ratio of pupils to computers. Nevertheless, one area of development recognised by the school is the need for systematic assessment records to show the work pupils cover and to ensure equality of access for all. In conversation, some pupils felt that they did not get the chance to use the computer as frequently as they would like. Overall, resources in the subject are satisfactory. Some shortages of software limit the development of some aspects of the subject and the school lacks some of the more sophisticated equipment commonly found in schools. The school has its own

website which is run by a member of staff. Improvement since the school's last inspection has been satisfactory.

Information and communication technology across the curriculum

69. There is some evidence of the use of ICT in a number of subjects of the curriculum. However, its most widespread use is word processing particularly in English although also in other subjects, for example, DT. There was also evidence of its use, for example, in mathematics where a variety of graphs had been produced and in history where it had been used to provide information. Nevertheless, the evidence indicated that, overall, the use of ICT, apart from in English, was not systematic or frequent enough to support the pupils' learning adequately.

HUMANITIES

No history lessons were seen during the inspection and inspectors did not obtain enough evidence to make comments on this subject. One geography lesson was observed and no other evidence was gathered.

70. In the **geography** lesson seen, pupils were learning about life on the Indian sub continent. The lesson began with a review of what the pupils thought they already knew about India. The teacher explored the suggestions made by the pupils to establish if their perceptions were correct. The pupils were generally interested and attentive because of the way the teacher conducted the lesson and responded eagerly when asked if they had tasted curry. The teacher had visited India and the pupils showed great interest in the artefacts used to support the lesson. The pupils made satisfactory progress in their understanding of India during the lesson, for example, the weather, religion and clothes of the area. They were amazed at the antique patterned rug the teacher showed them especially when they found out it had been sewn by hand. In places, the lesson slowed down and some pupils became restless. Some aspects of the lesson such as the Taj Mahal and why cows are sacred in India were not fully explored. The recording task set was the same for pupils of all ages and abilities.

Religious education

Provision in the subject is **satisfactory**

Main strengths and weaknesses

- Pupils' knowledge and understanding of Christianity are well established.
- Learning makes an effective contribution to pupils' personal, social and moral development.
- Pupils' knowledge of a wide range of world religions is weaker.

Commentary.

71. Standards of attainment seen during the inspection were in line with expectations of the locally agreed syllabus. At the time of the last inspection, the standards attained by the oldest pupils were judged to be high. Only one lesson was observed, and a lot of work covered in RE lessons centres around discussions, so there was limited written work to examine. However, analysis of the available work and talking to pupils indicate that pupils' achievement is sound throughout the school.

72. In the one lesson seen in the Year 5/ 6 class, the quality of teaching and learning was good. The lesson provided an effective opportunity for pupils to use their speaking and listening skills, demonstrating that they had thought about what they have learned and formed personal opinions from their learning. They are aware of messages of stories such as 'The Lost Sheep' and can relate it to Jesus being the good shepherd. The atmosphere of mutual trust and encouragement enabled pupils to feel confident to develop their responses to questions. This was seen when the teacher opened the discussion to include pupils' own knowledge of modern sheep farming methods and

skilfully introduced pupils to methods used in the past. This, in turn, led pupils to consider the teachings of Jesus as they read the relevant passages from the Bible and developed an understanding of why the Bible is a source of learning to Christians. Discussions with pupils indicated that they are being given opportunities to discover the consequences of their actions, such as bullying and broken promises. Although their written work showed a suitable coverage of other religious faiths, such as Judaism and Islam, in discussion there was some lack of understanding in their knowledge of the different practices. Good use is made of visits to the local church. Younger pupils learn about the features of a church, for example. There are good examples of cross-curricular links when Year 6 pupils consider how the world began according to science and compare it with that of the creation story in the Bible. .

73. The curriculum is planned on a two-year cycle to accommodate the mixed-age classes. The subject is led and managed well by the head teacher, who has a wealth of experience, which is shared appropriately with colleagues. There has been a satisfactory improvement in the subject since the school was last inspected.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

No lessons in art and design or design and technology were seen during the inspection and inspectors did not obtain enough evidence to make comments on these subjects. One music lesson was observed. Inspectors also heard children singing in collective worship, spoke to groups of pupils, scrutinised teachers' planning documents and held a discussion with the subject leader.

74. In **music**, older pupils sing tunefully, with awareness of breathing, diction and dynamics and most obviously enjoy singing. In the one lesson observed, the quality of teaching and learning was good and pupils' achieved well. It is quite clear that the good subject expertise of the headteacher is used well to help pupils move forward. In the lesson observed, his high expectations of concentration and behaviour set the scene for good learning throughout the lesson. His demonstration of rhythmic patterns enabled the pupils to cope well when using a variety of pitched instruments to accompany their singing. The lesson motivated pupils well as he used modern 'heavy metal' lyrics to illustrate the virtues or otherwise of accompaniments. The brisk pace kept all pupils so involved in the lesson that they gave of their best and showed that they wanted to learn. Pupils are taught all elements of the curriculum through the introduction of a new scheme of work that is linked to the nationally recommended guidelines. A small recorder group and instrumental teaching in the guitar and the keyboard enhance pupils' learning. The annual performance at Christmas also contributes to pupils' overall musical experience. This positive picture has been maintained since the last inspection.

Physical education

Provision in PE is **satisfactory**

Main strengths and weaknesses

- Lessons are well structured.
- Pupils take part in energetic activity with enthusiasm.
- The pupils co-operate well in group and shared work.
- They pupils evaluate their work successfully and understand the effects of exercise on their bodies.
- Standards in swimming are high.
- The teaching of skills is not sufficiently emphasised in some aspects of the subject.
- Some work is too directed by the teacher.
- The pace of lessons sometimes slows down too much.
- The pupils do not always use the relatively limited space available well enough.

Commentary

75. Standards are average overall. Standards in games in Year 6 are average. Pupils show average skills in sending and receiving a ball and in their understanding of competitive games. They show some lack of control when stopping and turning and some have limited tactical awareness when passing. Standards in dance in Year 2 are average. The pupils show appropriate co-ordination when copying the teacher performing the story of a journey. However, they showed little imagination or knowledge of dance techniques in their movements. Throughout Year 2 to 6, pupils do not always make best use of the available space. Although swimming was not observed during the inspection, the school's records and the quality of the provision indicate that standards are above average. Virtually all pupils swim at least 25 metres safely and unaided using a recognised stroke by the end of Year 6 and many swim much more capably than this. This is very good achievement. The school does well in the local swimming gala and recently won the local small schools' football competition.

76. Overall, teaching and learning are satisfactory in Years 2 to 6 and promote satisfactory achievement. Lessons begin with an appropriate warm up session and teachers make sure that pupils understand why they need to warm up. In the Year 5/6 games lesson, there was a suitable discussion of how the warm up had influenced the rate of the pupils' heart beat. In the Year 2 dance lesson, the pupils enjoyed themselves and worked hard. However, the lesson was very directed by the teacher. There was some use of ICT in this lesson to provide music for dancing. In the Year 5/6 lesson, the pupils worked well together in teams and made constructive comments about the strengths and weaknesses of their performance in discussion with the teacher. In both of the lessons seen, there were times when the pace of learning slowed down, for example, as activities were being organised and explained and the pupils lost interest. Additionally, in both lessons, the teaching of the specific skills required to improve the pupils' performance was not emphasised enough and pupils improved largely through practice. Both lessons ended with appropriate cooling down activities.

77. The enthusiastic coordinator has only taken up the role this term and has made a satisfactory start. She has signed up for a coordinator's course and has arranged for coaches in football and tennis to visit the school. Plans exist to extend this to tennis. Resources are adequate but the coordinator recognises the need to improve storage. The school grounds are small but are adequate because they are well used. There are plans to provide the school with a new field. The school has the use of the nearby parish hall for PE. There were no clear judgements about quality and standards in the subject in the school's 1998 inspection. The evidence indicates satisfactory improvement since that inspection.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

78. The school does not teach PSHE or citizenship as regularly timetabled subjects and no lessons were observed during the inspection. However, elements of **PSHE** were evident in the teaching of RE. Inspectors also spoke to groups of pupils, analysed their work, scrutinised teachers' planning documents and held a discussion with the subject leader. The pupils show a good practical awareness of many aspects of this subject in their everyday lives. For example, in RE they were taught about the role of the good shepherd in caring for his flock. The ethos of the school fully reflects this teaching. The pupils are very aware of the need to support and look after others and the quality of relationships in the school is very good. The work of the pupils in Year 6 showed that they had dealt with a range of aspects of PSHE including awareness of drugs. This particular aspect of the subject has been reinforced by a speaker from the local police. There is no regular "circle" time when pupils discuss issues that are relevant to them but this does occur when there is felt to be a need. The co-ordinator only took on the role at the start of this term. She has not had sufficient time to implement the planning for the subject which the school has in place in a structured way.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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