

INSPECTION REPORT

BISHOP CORNISH CE VA PRIMARY SCHOOL

Saltash

LEA area: Cornwall

Unique reference number: 112034

Headteacher: Mrs Jenny Thomas

Lead inspector: Geoff Burgess

Dates of inspection: 10th to 13th November 2003

Inspection number: 261623

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

© Crown copyright 2003

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Aided
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	202
School address:	Lynher Drive Saltash Cornwall
Postcode:	PL12 4PA
Telephone number:	01752 845463
Fax number:	01752 848055
Appropriate authority:	The Governing Body
Name of chair of governors:	Rev Canon REB Maynard
Date of previous inspection:	June 1998

CHARACTERISTICS OF THE SCHOOL

Bishop Cornish Voluntary Aided Primary is an about average sized town school with seven single age classes situated in housing estates in Saltash just across the river from Plymouth. It serves a mixed community with most pupils coming from the locality surrounding the school but some coming from further afield, some because of the school's strong Christian ethos. The building is somewhat cramped but the grounds are spacious with spectacular views over the Tamar. The school community is fairly stable with an average number of movements of pupils, staff and governors. A small minority of families have a variety of non-British ethnic origins and languages. The proportion of pupils entitled to free school meals is well below average. Boys and girls start school socially well adjusted and achieving as well as most four year olds.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23708	Geoff Burgess	Lead inspector	Areas of learning for children in the Foundation Stage, Science, Music, Physical Education, Personal, social and health education.
9487	Frances Hurd	Lay inspector	
24760	Susan Barton	Team inspector	Mathematics, Geography, History, Information and Communication Technology.
24342	Denise Franklin	Team inspector	English, Art and design, Design and Technology, Special educational needs.

The inspection contractor was:

MSB Education Ltd
Broomhill
Wimborne
Dorset
BH21 7AR

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	10
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	13
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	16
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	26

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very good school with high standards, many strengths in provision and an excellent ethos. It provides very good value for money.

The school's main strengths and weaknesses are:

- Boys and girls achieve very well and most attain high standards in English and mathematics;
- Very good teaching across a range of subjects and areas of learning promotes very good work habits, very positive attitudes to school, and a love of learning;
- The school provides a high quality learning environment and a rich and varied curriculum; staff, visiting teachers and volunteers provide a rich range of extra learning opportunities;
- Overall activity and performance levels in instrumental and choral music are much higher than usual and many more pupils than usual are involved in learning to play orchestral instruments;
- Staff make excellent provision for developing pupils' social skills and attitudes, moral and cultural awareness, and the ability to reflect on their feelings and life;
- It has a very positive ethos and is very inclusive. Relationships are very good throughout the school and staff do all they can to ensure that pupils are safe and happy;
- It works very well with parents and the community in the best interests of the children;
- Excellent leadership by the headteacher with the powerful support of the governing body is maintaining the school's well deserved high reputation in the community.

Since its last inspection, the school has made a very good improvement to the quality of the education it provides, including those areas identified in the last report, and especially in the reception class, leading to sustained high standards by eleven year olds, and more recently by seven year olds. Substantial improvements have been made to the school environment and to the quality of teaching and learning.

STANDARDS ACHIEVED

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

Overall achievement is very good. Children in the foundation year are achieving very well in all areas of learning and will reach the goals children are expected to reach well before the end of their reception year. Standards in Year 2 are above average and improving more than expected with pupils achieving very well. Pupils in Years 3 to 6 are achieving very well and standards in Year 6 are expected to be well above average in English, mathematics, science and most other subjects by the end of the year. Only in aspects of information and communication technology (ICT) in the older classes are standards lower than expected. Worthy of special mention is the quality of art work throughout the school and performance levels in music. **Boys and girls have developed very good attitudes, values and behaviour**, especially in the very good contribution pupils make to their own learning by their very good behaviour and enthusiasm for learning. To this end, the school makes excellent provision for developing all aspects of pupils' personal development, notably their spiritual and cultural development.

QUALITY OF EDUCATION

The school provides a very good quality of education. Teaching overall is very good with very good teaching in most year groups and several subjects, especially where teachers have special expertise. In Years 2 and 6 this includes some excellent lessons. However, teaching in ICT is inhibited by a general lack of confidence especially in the older classes. Overall learning is greatly enhanced by pupils' enthusiastic response to the interesting and stimulating activities offered in class and out. Well trained teaching assistants provide good support, especially in the reception class and in the area of special needs. Staff provide a very good range of learning opportunities with literacy, numeracy and science suitably emphasised. The curriculum in the reception class is very well suited to their needs and all other subjects are enriched by a wide range of stimulating extra opportunities to learn and take part. Very good provision is made for promoting pupils' personal, social, health and citizenship development and every care is taken to ensure that pupils are confident and able to do their best in a safe, high quality environment. Every pupil is valued and included in all the school has to offer. A significant feature of this is the very high quality of the displays which celebrate pupils' work and our rich cultural heritage. The school has a very strong mutually supportive partnership with parents and the community, which has made possible many of the recent improvements.

LEADERSHIP AND MANAGEMENT

This is a very well run school with an excellent ethos. The head and deputy head have provided the vision, direction and determination to lead the school in substantially improving its learning environment, provision and standards year on year. Quality is the keyword in all things. Very well supported by the governors and staff, the head's contribution to the current success of the school cannot be overestimated. **Her leadership is excellent and the school is very well managed.** The governing body is many talented and very actively involved in the life of the school, making regular visits and providing both practical and moral support. Working with the head, governors use every opportunity to exploit possibilities of extra funding and ensure that all available funds are spent wisely. **They make a very good contribution to the governance of the school.**

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very pleased with the school, especially its caring and inclusive ethos and the quality of teaching and the facilities. Some have reservations about aspects of the information provided about their children's progress. Pupils are very happy with their school and particularly enjoy all the varied activities provided for them and the way adults help them with their learning.

IMPROVEMENTS NEEDED

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

- Seek to improve teachers' expertise and confidence in teaching the skills of ICT to make best use of the computer suite and enable older pupils to achieve competence comparable to their literacy and numeracy skills; and making better use of ICT across the curriculum;
- Focus the budget set aside by the school for meeting the needs of pupils who find learning difficult on helping class teachers to plan to meet those needs, largely within the normal curriculum, five days a week.

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. Standards are average in all areas of learning in the foundation year, generally above average in Year 2, and well above in Year 6.

Main strengths and weaknesses

- Boys and girls in their first year in school are making good progress towards the early learning goals which most will achieve before the end of the school year;
- Pupils in Year 2 are making very good progress. Standards, already above average in reading, writing and mathematics, are expected to be well above by the end of the year;
- By the time they finish in Year 6, pupils achieve high standards in English and mathematics, and above average in science, and have done so for several years;
- Higher and lower attainers in most year groups are achieving well because of the general high quality of teaching and in-class support; pupils with very special needs are doing especially well;
- The quality of work in art, and performance levels in music, are much better than usually seen;
- Standards in ICT in the older classes are below national expectations.

Commentary

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

Standards in:	School results	National results
Reading	17.3 (15.4)	15.7 (15.8)
Writing	14.9 (13.9)	14.6 (14.4)
Mathematics	18.5 (15.4)	16.3 (16.5)

There were 29 pupils in the year group. Figures in brackets are for the previous year

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

Standards in:	School results	National results
English	29.1 (29.4)	26.8 (27.0)
Mathematics	28.5 (29.3)	26.8 (26.7)
Science	29.4 (30.9)	28.6 (28.3)

There were 31 pupils in the year group. Figures in brackets are for the previous year

1. The above tables indicate a big improvement in standards at the end of Year 2 in 2003 in reading, writing and mathematics from below average in each to average in writing and well above average in reading and mathematics. Results in Year 6 were not quite as good as in the previous three years especially in science but they were still well above average in English and mathematics, and above in science. The well above average improvement this group made in English and mathematics from Year 2 indicated very good achievement in Years 3 to 6, as well as above average improvement in science.

2. Provision in the reception class has improved greatly in the past few years. With the present group showing the full range of attainment on entry but overall average standards, boys and girls are achieving very well overall and moving across the stepping stones towards the early learning goals at a good pace in all but their creative development where progress is satisfactory. Very good teaching and learning are seeing pupils achieving very well as they move through the school and even more ambitious targets have been set for the current Year 2 and Year 6 in reading, writing and mathematics. All the evidence suggests that these targets will be met and that very good results in

national testing will be repeated in 2004 in both groups. Standards in reading are especially strong. As indicated by recent test results, standards in science are not quite as good throughout the school but are still above average in Years 2 and 6. Pupils who find learning difficult and those with other very special needs receive good support so that they can achieve as well as the other pupils in their class. Those pupils who are gifted and talented are provided with challenging activities within their specialist areas.

3. Provision in ICT has improved greatly in recent years and pupils are achieving much better than they were. As a result, pupils in the infant classes are now working at the higher levels laid down in the national scheme of work. However, although older pupils are working at the expected levels in word processing and in using the Internet, they still have some way to go to catch up in other aspects of the subject such as data handling and controlling and monitoring. Standards in most other subjects observed are broadly as expected for pupils of this age except in art and music where they are higher.

Pupils' attitudes, values and other personal qualities

Very good provision for the development of pupils' attitudes and behaviour and the excellent spiritual, moral, social and cultural provision ensure that pupils' personal development is very good. This is a strength of the school.

Main strengths and weaknesses

- The excellent provision for the spiritual, moral, social and cultural development of pupils is attained through a very strong Christian ethos and is central to all aspects of school life;
- Pupils' very good attitudes to learning help pupils to make very good progress and to make a positive contribution in class, knowing that their efforts are valued;
- Pupils develop confidence and self esteem in their learning, and for living within a school community, being able to reason through problems as they arise;
- They take responsibility very seriously and use their initiative in many aspects including the involvement in the innovation of new ideas, monitoring and seeing these through;
- Boys and girls are prepared very well to live in a culturally diverse society.

Commentary

4. The lively, stimulating environment which has been created along with the many experiences offered ensures that pupils enjoy coming to this happy school. Pupils display very good manners, being both friendly and polite in class and to visitors. Very high expectations of behaviour have been set and pupils respond positively to the incentives used which include verbal praise, certificates, cups, and 'my best work' display board, as well as the special lunch table for pupils who have shown excellent behaviour throughout the week. Pupils are active learners, participating fully in lessons by working with concentration and enthusiasm, sharing ideas well. Pupils enjoy taking part in discussions with visitors and behave exceptionally well in unsupervised situations.

5. The responsibilities pupils are given are taken very seriously and efficiently carried out. Many animals in and around school, including chickens, guinea pigs and chinchillas, provide opportunities for pupils to care for living creatures and take responsibility for their wellbeing. Older pupils act as very good role models for younger pupils. They help them, through the 'buddying system' on the playground, mixed age teams for family fun days and sports, as well as when walking within the community. The playground squad takes extra responsibility for playtimes and the school council provides pupils with the opportunity to be involved in decision making.

6. All pupils show a very good understanding of what it means to respect the views and beliefs of others. Spiritual development is nurtured throughout the curriculum and in assemblies. Remembrance Day was marked by an excellent assembly followed by the playing of the 'Last Post' on the trumpet by a Year 4 pupil, which was a very moving experience. Very strong support is given to charities, both local and international, through raising money and links have been established with

communities in Bangladesh and Ghana. Pupils have the opportunity to visit art galleries every day within their own school. Very strong cultural provision throughout the curriculum enriches pupils' pride in being Cornish as well as that of being part of the wider world.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.0
National data	5.4

Unauthorised absence	
School data	0
National data	0.5

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

7. Attendance is very good, as at the time of the previous inspection, due to the responsible attitude taken by parents and carers. The school promotes the importance of attendance and punctuality, monitoring each carefully, and unexplained absences are swiftly followed up.

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – any other White background
Chinese

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
200	0	0
1	0	0
1	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

The school provides a very good quality of education

Teaching and learning

Teaching and learning are very good with very good teaching in most classes and most subjects. There are some excellent lessons in English and mathematics.

Main strengths and weaknesses

- At least 50% of teaching in each stage was very good or better;
- More than 75% of lessons observed in English, mathematics and science were very good or excellent;
- Most curriculum leaders taught very good lessons in their subjects or areas of learning;
- Learning is greatly enhanced by the imaginative and stimulating activities planned and the use of high quality resources;
- Pupils make a very good contribution to their own learning by their enthusiasm, confidence, very good behaviour and ability to work both independently and together when necessary;
- Teaching assistants make a good contribution to the learning of groups and individuals;
- Assessment procedures in English and mathematics provide very good, well used information to assist teachers in planning work and setting targets.

Summary of teaching observed during the inspection in 25 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	13	3	6	0	0	0

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

8. The main reason for the very high percentage of very good and excellent lessons noted above is the high priority the head and governing body place on recruiting and retaining the best possible staff to meet the needs of the school. Added to this is the way staff are provided with the best the school can afford in terms of resources and opportunities for professional development and encouraged to develop their own strengths and interests. As a result, most staff are 'natural' teachers with a real affinity and understanding for the pupils in their charge who intuitively promote enthusiasm, respect and a real desire to please in their pupils. It goes without saying that all the basics of good teaching such as planning, preparation, management and control are very well implemented with the minimum of fuss at a good pace.

9. What really makes the difference however, is the effort teachers and teaching assistants put into providing activities which will catch the imagination of the children and motivate them to learn and do their best. Excellent examples of this were seen in Year 6 where Shakespeare provided the focus for pupils to identify key elements of a myth and how this is turned from a narrative to a playscript. A mature approach, constant challenge and encouragement resulted in very focused, confident pupils producing work of very high quality. In Year 2, a different approach with the class teacher and the teaching assistant dressed in role as Robin Hood and Maid Marian, using actions and sounds to stimulate and engage pupils, leads to excited but very well managed pupils producing imaginative character descriptions. It is no coincidence that most curriculum leaders taught very good or excellent lessons in their areas of interest. This included the Foundation Stage, English, mathematics, science, music and physical education. It is apparent that art is well taught.

10. Pupils with special educational needs (SEN) are quickly identified and make very good progress in relation to their targets on their individual education plans. Support in the classroom is well focused. Teachers plan interesting activities to meet pupils' needs and teaching assistants make a valuable contribution to pupils' learning. However, targets on individual education plans are not sharp enough and some support, when pupils are withdrawn from lessons, is not related to on-going work in the classroom.

The curriculum

The school provides a very good curriculum with many stimulating experiences which inspire pupils' interests beyond the classroom.

Main strengths and weaknesses

- The mainstream curriculum is enhanced by the imaginative presentation of activities which stimulate pupils' learning;
- High quality provision for personal, social, health and citizenship education (PSHCE) underpins all that is taught;
- The many opportunities provided through extracurricular activities, visits and visitors to the school help to further enhance the curriculum;
- Pupils' wide and varied experiences of the arts far exceed those of most schools;
- The accommodation has been greatly enhanced since the last inspection and the caretaker's dedication ensures the school is always looking its best.

Commentary

11. The school works hard to provide a very rich and stimulating curriculum which fulfils statutory requirements and beyond, as in the case of Year 5 learning Latin. It provides an informal programme of PSHCE, which includes drugs and sex education, to be taught throughout the school and reinforced in all areas of the curriculum and in circle time. Literacy, numeracy, science and ICT are suitably emphasised and literacy and numeracy are used well across other subjects. There is scope to make more use of improving ICT skills across the curriculum. Other subjects receive their due entitlement despite the time constraints brought about by many national initiatives.

12. Since the last inspection the school has ensured that a rolling timetable enables all pupils to receive their full entitlement to the curriculum. Very thorough planning involves all the teaching staff and covers all aspects of the National Curriculum. This has a very positive impact on teaching and learning and ensures the full curriculum is accessible to all. Pupils are enabled to use the library and the Internet to research their own information. The new computer suite has ensured access to all the programmes of study to be fulfilled by pupils.

13. The school is very proud of the regular focus events, such as Arts Weeks, as well as special days, such as Tudor Day, which provide even more opportunities for the school to fulfil its intention of making learning fun. Teachers continue to share their interests and expertise and are very committed to extending learning beyond the classroom with a very wide range of extra activities being provided after school. The very high profile that music has within the school and community is aided by a wide range of instrumental tuition provided by visiting teachers. Lively, living displays around the school enhance the learning environment and broaden the curriculum.

14. Provision for pupils with special educational needs is good. Pupils are well supported in the classroom and when withdrawn in small groups by support assistants. The school has a rolling programme to ensure pupils only miss afternoon sessions for a short period but when pupils are withdrawn for support in the afternoon, they often miss exciting and stimulating lessons.

15. The head, deputy and governors have a remarkable talent for the ingenious use of awkward and limited spaces, with a staffroom fitted into a roofspace and an art gallery occupying a narrow shaft. Resources are abundant and of good quality with the exception of those for physical education. Resources for the youngest children are very good, and their new outside play area is a significant aid to learning. The main hard play areas are cramped for the number of pupils, but the grounds as a whole are spacious and well maintained. The use of display, colour and texture to enhance the school environment is very good.

Care, guidance and support

Provision for pupils' care and welfare, and for support, advice and guidance based on monitoring is very good. Effective systems are in place to seek and act upon pupils' views.

Main strengths and weaknesses

- Very good procedures are in place to ensure the welfare of all members of the school community on a daily basis;
- The chair of the governors' health and safety committee provides an outstanding level of professional expertise and dedication;
- Relationships with all adults are extremely good and there is a strong feeling of mutual trust;
- Arrangements for tracking pupils' attainment and progress are very good;
- Very good links with outside agencies support pupils with special educational needs;
- Pupils have very good opportunities to be involved in the life of the school.

Commentary

16. As at the last inspection, provision for health and safety is a strength of the school. Appropriate child protection procedures are in place, and the headteacher, who is responsible, is fully trained. Qualified first aiders are always available to deal with minor injuries, and medicines are securely stored. Regular risk assessments are carried out on the building, equipment, and before off-site visits. Pupils are made aware of safety during lessons, and the importance of a healthy diet is strongly stressed.

17. Pupils have very good relationships with all adults in the school and feel safe and secure. This makes a very strong contribution to the excellent ethos in the school. The school council represents the pupils very well, sharing pupils' views and trying to solve issues, during their regular working

lunches with the head and deputy. Pupils' views are regularly sought when pupils attend governors' meetings.

18. Induction arrangements are very good. Parents and pupils have several opportunities to visit the school. New children have a booklet to help them become familiar with their surroundings and photographs are sent to pupils who are unable to visit before starting. Very good procedures are in place for monitoring pupils' performance in English and mathematics. Individuals and groups of pupils are carefully tracked and challenging targets are set. Information is used very effectively to provide very well targeted support, advice and guidance for pupils. Teachers use the information very well to seek advice and support for pupils with special needs so that these can be met. However, assessment procedures in other subjects are less well developed and used.

Partnership with parents, other schools and the community

Links with parents and the local community are very good overall. Links with other schools are good.

Main strengths and weaknesses

- Parents find the school very welcoming and staff are very approachable;
- The vast majority of parents give very good support to their children's learning;
- Many parents help the school in many different ways;
- The school is at the heart of its local community and is involved with it in many different ways;
- Parents are given good quality general information about school life and clear oral reports on their children's progress, but pupils' annual reports are only of satisfactory quality.

Commentary

19. The school makes every effort to get to know its pupils' families, and strongly encourages them to contribute in whatever way they can. Some parents help in class, others with clubs, during Arts Weeks, or by joining the committee of the Friends' Association, which raises significant amounts of money for the school. Other parents have been able to supply resources cheaply or free of charge through their professional connections, or provide expertise. A website, regular newsletters and detailed curriculum information keep parents informed, but pupils' annual reports do not always give a clear picture of the standards pupils have achieved, and provide no opportunity for pupils themselves to comment on their progress.

20. The school has made many valuable links with local businesses, which have provided support through sponsorship or the donation of resources. Pupils' work is displayed around the town and local people with expertise or interesting life experiences frequently visit the school. Local artists take part in the Arts Weeks. Pupils raise money for local charities and sing carols. The school's link with the parish church is particularly strong. The school has good relations with neighbouring primary schools, and pupils take part in shared sporting and musical activities. The school works closely with Saltash Community School, to which most pupils transfer, both over transfer arrangements and increasingly to create curriculum crossovers.

LEADERSHIP AND MANAGEMENT

Bishop Cornish is very well led and managed. Excellent leadership is provided by the head very ably supported by the deputy. There is very good management by the whole staff team, and the very active and informed governing body makes a very good contribution to each.

Main strengths and weaknesses

- The head, very ably supported by the deputy, is the driving force behind the school's constant search for ever higher standards and insistence on the best of provision for staff and pupils;

- Subject co-ordinators make a good - and sometimes very good - contribution to provision in their areas of interest;
- The caretaker and secretary make an outstanding contribution to the running of the school;
- Very good use is made of the outcomes of detailed monitoring and data analysis to identify priorities and set challenging targets for staff and pupils;
- The multi-talented governing body, very well led by the chair, provides the head and staff with very good moral and practical support and is very active in the day to day life of the school;
- All spending is targeted on current priorities with quality and value for money being the keywords. Excellent use is made of alternative sources of funding to improve facilities;
- Relationships and communications within the whole school community are very good.

Commentary

21. To sum up all the above, it is a real pleasure to discover a school that is a true beacon of so much that is best in primary education. It has comfortably achieved all its academic targets without ever compromising its key aims of providing the broadest and richest education possible. The contribution of the head in establishing the strongly held and widely shared philosophy and the excellent ethos which underpins this quality, is outstanding. The quality of her own commitment is unquestioned and she has, over time and very ably supported by the deputy head, who makes an outstanding contribution, made it possible for all other members of the school community to share her values and attitudes and grow in confidence in their own roles. All staff are valued, trusted and given the opportunity and support to play a full role in the life of the school, which they do with relish. Notable amongst these in the management of the school are the caretaker who is at the heart of everything the school does, and the secretary whose very efficient administrative back-up to the head, staff and governors makes it possible for them to make and carry through decisions confident that all will be well.

22. Monitoring and evaluating now have a high priority in the school community with the lead taken by the head and the deputy head who keep a very close and detailed watch on what is happening supported by the literacy and numeracy co-ordinators. Standards, classroom practice and the effectiveness of policies and procedures are kept under review by the staff and governors responsible. Extensive use is made of information gained from national and optional tests and school records to identify priorities and trends. A good example of this was relatively low standards achieved by seven year olds in national tests prior to 2003 which led to focused action resulting in much improved results this year. Leadership and management of special educational needs are satisfactory. The special needs co-ordinator effectively ensures all links with outside agencies are very good and that paperwork is organised and easily accessible. The school has set itself challenging targets over the years and improvement planning is focused on achieving these targets.

23. Backing up all this effort and commitment is a very supportive governing body, many members of which are regularly involved in the school and who fully appreciate and endorse the school's unique qualities. Several bring particular expertise to the running of the school. Procedures and systems are effective and the positive, open-minded ethos of the school means that issues are aired and sorted out sensitively with a maximum of consultation. Special mention here must be made of the chair and vice chair. The former is largely responsible for the fact that the governing body is a team of many talents and interests with influence and expertise which is of great help to the school. As rector, he forms an active bridge with the church and local communities, taking assemblies and sharing in the religious life of the school. The vice chair makes excellent use of his expertise in the more practical aspects of the buildings and accommodation, in areas such as health and safety and in the many and continuing building projects in which the school has been involved.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	467651	Balance from previous year	68924
Total expenditure	459791	Balance carried forward to the next	76784

Expenditure per pupil	2287.5
-----------------------	--------

24. The above figures indicate a substantial underspend in the balance carried forward. This was a conscious decision made by the governing body to increase contingency funding recognising that rising staff and other costs would mean making cuts in staffing and other resources in the medium term without it. However, the head and governing body are very effective in bringing in extra funding and accessing resources of all kinds through alternative means to supplement the budget. By this means, more than the equivalent in outside funding has been secured to offset these savings, so overall spending has not been decreased.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Overall provision in the Foundation Stage is **very good** and children are achieving very well.

The quality of provision for the under fives was a key issue at the time of the last inspection. An appropriate action plan was developed but unfortunately, staffing difficulties meant that progress in this area was slower than expected. However, all facets of provision have improved greatly. The classroom has been remodelled, redecorated and re-equipped to provide a rich learning environment for young children. Induction arrangements have been much improved and teaching assistants are now fully involved and very effective in all aspects of working with children in and out of the classroom. Significantly, the school has taken advantage of its aided status to admit all children in September rather than in two intakes, which is the local authority policy. This gives younger children a significant advantage even though such pupils are not funded until January. The arrival of the present teacher brought stability and focus to the stage. Another significant improvement has been in the accuracy and reliability of assessments made early in the year, which provide a benchmark for evaluating the effectiveness of teaching. A secure outside play area has been created and equipped for larger scale physical play. These, and inspectors observations, suggest that the current intake represents the full range of attainment on entry from below to above average and that overall attainment on entry is broadly average.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Staff provide very good role models and clear guidance for boys and girls to follow so they understand what is expected of them;
- Everything is done to make children feel secure, happy and confident in school and they respond positively and relate well to the adults who help them;
- Work and play in all areas of learning is used to support learning in this area.

Commentary

25. While little direct teaching in this area was observed, it was clear that teachers and teaching assistants were addressing social and emotional needs alongside the main focus of their teaching. Hence, children are grouped in several ways to encourage them to learn how to work with others and that limits on the numbers who could play in role play areas requires children to take turns and take responsibility. Children already know the routines well, settle to tasks with little fuss, and behave sensibly. Even though some are very young, they are all eager to learn and engage in activities, although some find it hard to stick at a task when they are not working with an adult. An important factor in the mature way young children work and behave is the very good role models provided by older pupils in the school in assemblies, on the playground and around the school. All children are expected to achieve the early learning goals in this area.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teachers and teaching assistants take every opportunity to develop children's language skills;
- The direct teaching of literacy skills is very good and children are already achieving very well in the early stages of reading and writing and will easily achieve the early learning goals.

Commentary

26. When they enter the school, children are surrounded by an environment which encourages language and literacy development. Talking and listening skills, and the rules which enable them, are promoted from registration onwards, and all spoken contributions are valued and responded to. As a result, boys and girls are very willing to have their say. Attractive displays have short accessible questions and comments attached, all resources are clearly labelled in lower case writing so that children can begin to associate the equipment with names, and useful words, such as days of the week, are listed on the wall. High quality books related to current work are prominently displayed, some open, some closed and children visit the library with the teaching assistant.

27. A feature of the very good teaching of literacy skills is a multi-sensory approach so that when pupils are sounding out letters and digraphs (with the teacher using the word digraph and being understood), they repeat the sound and make an appropriate movement. The action of licking a lollipop accompanied the sound 'l' for instance. Almost all children recognise initial sounds and many recognise 'ch' and 'ai' which is very good for such young children. Another example came with children 'drawing' the letters 'c' and 'h' in the air following the teacher when learning to write 'ch'. Almost all children write their names legibly and several copy words or write independently.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- Children experience number and shape in a range of activities some focused on mathematics and some in other areas of learning;
- Very good specific teaching by the class teacher and the teaching assistant develops children's understanding and children achieve very well. Attainment is above average.

Commentary

28. As in language work, displays prompt children to think mathematically. In the house display (this being the topic for the half term) boys and girls are asked, "How many more blue houses than yellow?" Very good use is made of rhymes and songs such as 'Five New Toys' to practise counting up and back. In a class session, almost all children showed they could count the dots on a large dice accurately and recognise the numerals when written on a board. In subsequent conversations with various children many could count up to and past 20 confidently and new numbers which were larger and smaller than two-digit numbers such as 18. This shows very good achievement and most children are expected to meet the early learning goals well before they move into Year 1.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- A range of interesting activities is planned to promote learning in this area;
- All children have structured opportunities to learn how to access and use computers.

Commentary

29. Where possible, work in all areas takes into account the current theme with good displays and other resources made available currently about old and new toys. In a taught session, the teacher used the story of 'The Toymaker' to introduce the topic and then made very good use of old toys,

some brought in by children, to explore how we know some toys are old. Displays show a variety of work about homes including the materials used in the Three Little Pigs houses, the 'homes' of spiders and birds, and a 'Can you see your home?' photo gallery. In discussion boys and girls talked animatedly about the things they had done on this topic. The reception class' close proximity to the computer suite means that children have ready access and are already doing well in developing their ICT skills and knowledge. Attainment is already ahead of expectations.

PHYSICAL DEVELOPMENT

Provision in physical development is **very good**.

Main strengths and weaknesses

- Teaching in structured lessons in the hall is very good and children achieve very well;
- Ample small equipment is available for boys and girls to practise their fine motor skills;
- The secure outside area provides a good space to practise moving and playing outside.

Commentary

30. Boys and girls are given plenty of opportunities to practise their fine motor skills while involved in activities such as construction play, cutting and sticking and while practising their handwriting. The outside play area has made it possible for children to practise moving freely but as yet it is not fully planned into on-going work as a possible free choice activity. In a very good structured lesson in the hall, children demonstrated an ability to move with control and co-ordination ahead of their years. With the toy topic in mind, children were encouraged to move as puppets changing the speed of their movements to match changes in the music. Very good demonstrations and coaching by the class teacher and the teaching assistant helped children to gain confidence in their movements, showing a good awareness of space and each other.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- Well set up role play areas give children the opportunity to use their imagination;
- Few examples of children experimenting with a range of media and tools were observed during the inspection or were on display.

Commentary

31. The greatest contribution to children's creative development comes from sharing the school with older pupils whose performances and work on display provide excellent models for young children to emulate. However, during the inspection, this area had the lowest profile and few examples of children's creative work were on display. Two role play areas have been set up - a toyshop and a castle - but these were little used. Art work included a small fireworks picture using paint and glitter, equally small drawings of 'Things we do for Jesus', and some sticking and pasting. In a taught session children were making observational drawings of the old toys brought in while others were beginning to design and make a puppet for use in Sleeping Beauty. Boys and girls sang some mathematical rhymes tunefully and in the physical education lesson seen, several could identify differences in the music such as soft, loud, slow and fast. However, this is the least well developed area of learning and overall standards are not keeping up with other areas of learning.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Pupils achieve well above average standards by the end of Year 6;
- Teaching is very good, particularly the very good use of assessment and challenging questioning. Reading is especially well promoted;
- Subject leadership and management are very good;
- Resources are good and the library is used effectively by pupils to research their own information from books.

Commentary

32. Standards in all aspects of English are above average by the end of Year 2 and well above by the end of Year 6 which is an improvement since the last inspection. Pupils are achieving very well, particularly in Years 2 and 6, where teaching is consistently of very high quality. Teachers plan very effectively to develop pupils' speaking and listening skills. A stimulating learning environment has been created outside the younger classes and pupils use this area imaginatively, particularly when in role play situations. Older pupils make very good use of 'talking partners' to discuss ideas before sharing them with the rest of the class. Consequently by the time they leave the school pupils talk confidently in a wide range of situations.

33. Pupils achieve very well in reading, using high quality books as they move through the school. In the current Year 2, pupils are working hard at reading simple play scripts most reading fluently with reasonable accuracy. By Year 6 pupils discuss a wide range of different authors and use good expression when reading plays in small groups. Higher achieving pupils are enjoying reading 'A Midsummer's Night Dream' and finding the meaning of unfamiliar words in a dictionary.

34. Attainment in writing is well above average by the end of Year 6. Above average attainment is evident by the end of Year 2, where most pupils write more than one sentence using appropriate punctuation. For example, pupils were confident to write a detailed character description of Robin Hood. By Year 6 pupils are using their knowledge of Latin to create new words using prefixes, giving explanations of their meanings. Pupils' writing is interesting and varied and vocabulary choices are descriptive. Presentation of work is good.

35. Very good teaching enables all pupils to achieve very well. Teachers plan stimulating and enjoyable lessons for pupils. For example in one lesson, the teacher and classroom assistant dressed up as characters from a story to enable pupils to write detailed character profiles. Most teachers have high expectations of pupils' behaviour and attainment and are continually setting challenges for them. Pupils who find learning difficult are well supported by high quality classroom assistants and volunteers, and have a wide range of activities to support their needs. Detailed assessments are used very well to set individual, group and whole class targets. Where teaching is excellent the teachers consistently refer to individual pupil targets, which ensures pupils know exactly what they need to do to improve. This is having a positive impact on raising standards.

36. Leadership and management are very good. The co-ordinator, a lead literacy teacher in the county, is an excellent role model. She has effectively adapted the literacy strategy to ensure all aspects are taught systematically. Areas for improvement are clearly identified, followed by training for staff. Monitoring is thorough and effective. Good resources are used very well and much better use is being made of the library, which was a key issue in the last report.

Language and literacy across the curriculum

37. Pupils make good use of their language and literacy skills in other areas of the curriculum, particularly history, geography and design and technology. Older pupils use their research skills very well to find information. Younger pupils record information about the Fire of London and read and follow instructions carefully to make felt puppets.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Very good teaching and learning in the majority of classes is raising standards year on year;
- The use of specialist teaching in Years 5 and 6 has enabled pupils to achieve very well;
- Pupils' very good attitudes to mathematics ensure that pupils are fully engaged during lessons;
- Gifted mathematicians are provided with extra challenge by working in an older class;
- More able pupils in Year 1 lack sufficient challenge to achieve their full potential.

Commentary

38. Standards in mathematics at the end of Year 2 are above those expected and well above by the end of Year 6. Results at the end of both years are consistent with the evidence obtained during the inspection from lesson observation, talking to pupils and analysis of work. School targets for this year are even more ambitious, especially for seven year olds. Whilst much work is covered in numeracy to a high standard, pupils find it more difficult to relate it to shape, space, and measure and apply it to their learning. Oral maths has a high priority and most pupils are able to make quick mental calculations appropriate for their age groups and in many cases well above what might be expected.

39. Through the successful introduction of the National Numeracy Strategy and the high quality of provision, particularly teaching, most pupils are making very good progress throughout the school. As a result achievement in mathematics is very good and most teaching is at least very good. The school focus on ensuring that pupils feel secure and able to contribute with no fear of failure ensures that all pupils achieve equally well. Most pupils respond very positively, particularly in mental maths and are eager to volunteer answers to explain the strategy they are using. They are fully engaged and interested in their work. Teaching assistants provide very good support for this process as part of normal lessons, especially for pupils with special needs, and they are an integral part of pupils' learning. Other special needs provision is less effective in helping pupils to succeed.

40. In an excellent lesson the teacher involved the pupils in physical activity as well as number recall. With the imaginative use of the telephone, the teacher role played a conversation with Mr and Mrs Baker to arrange their party requirements. This led to pupils, having already collected the data required, to listen and follow the direct teaching in how to record a bar chart and being challenged to fulfil the task within a time limit. The excellent use of imaginative presentation and exceptionally brisk pace, maintained pupils' interest, attention and enjoyment as well as meeting the challenging learning objectives. In a lesson where the teaching was satisfactory too many pupils became disengaged in learning and the higher achievers were insufficiently challenged, with the result that the pace of learning was slower. Teachers' subject knowledge is secure and sometimes very good which enables staff to explain clearly a variety of strategies, and many are very skilful in using questioning to extend learning and assess pupils' ability.

41. Mathematics is well led by a very experienced, well qualified subject co-ordinator who uses his expertise to very good effect in another class. The monitoring of teaching and learning is helping to raise standards still further with individual tracking of progress in place. All pupils are set targets in

mathematics which are known by pupils and their parents. The outcomes of statutory and optional tests are carefully analysed by the management team and co-ordinator to identify trends and priorities so that teaching can be focused on maintaining the high standards set by the school.

Mathematics across the curriculum

42. Appropriate cross curricular links have been established with other subjects, particularly ICT, science and art, often providing pupils with opportunities to use and practise their mathematical skills in practical situations.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- High standards with more than a half of pupils achieving higher levels in national testing each year are being sustained throughout the school;
- Well chosen activities ensure pupils have a very good attitude to the subject, tackling practical activities with enthusiasm;
- Pupils' scientific skills are just as good as the knowledge based areas of the curriculum.

Commentary

43. Good provision over the years has meant that pupils have achieved consistently well with school leavers achieving well above average standards in three out of the last four years. This represents an improvement from the time of the last inspection. A slight fall this year reflected the make up of the particular year group rather than any problems with provision. The national scheme of work has been well adapted to the needs of the school with a strong focus on investigations, enquiry and the use of scientific method and language. This was observed in lessons and in pupils' books, although in some cases, the quality of recorded work does not reflect the quality of learning or pupils' levels of understanding. However, combined with the lessons observed, this shows good learning and indicates that overall teaching in science is good.

44. In discussion, pupils show they know about the concept of fairness in testing and older pupils can say how to achieve this and produce repeatable tests. The use of common formats for recording the conduct and results of investigations means that pupils are able to describe the sequence of actions which an investigation usually entails, including prediction and evaluation. Important factors in the planned curriculum are the good use of resources and the way teachers are ready to exploit opportunities to use other subjects to support or communicate work in science.

45. In Year 6, very good preparations for a fair test on forces involving data from force meters were followed by equally good preparations for presenting the information gained using a spreadsheet on the computer. In a very good Year 3 lesson on teeth, the co-ordinator made very good use of a rich array of resources including animal skulls, human teeth from a dentist and very real photographs to present groups of pupils with challenging questions which enabled them to discover the function and structure of types of teeth and the consequences of not looking after them in a very practical way. The quality of provision and learning in this lesson was very good. Similar good quality provision was observed at the end of a Year 2 lesson looking at circuits, conductors and non-conductors using cells, wires and a bulb in preparation for a fair test on the electrical properties of various materials.

46. In the relatively short time the co-ordinator has been in charge of the subject, she has sought to provide colleagues with better support through building up resources matched to the scheme of work and providing commercial materials, including assessment opportunities, to provide structure and ideas. She is aware that, at the moment, assessment and monitoring arrangements in science are not as good as they are in English and mathematics and that this is inhibiting the next stage of

improvement in the subject by establishing detailed priorities and setting targets. It would help her to support her colleagues better if she had time to visit their classrooms to watch science being taught.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **good** and greatly improved since the last inspection.

Main strengths and weaknesses

- The well-equipped computer suite is well used by staff in ICT lessons and as a resource in other lessons;
- Pupils use their initiative in ICT and share what they know equally well;
- Other than in word processing, pupils in Years 3 to 6 are achieving below the challenging levels now expected;
- All teachers have received training. However, there is some lack of subject knowledge and confidence when using the computer suite.

Commentary

47. The quality of provision for ICT has been greatly improved with the addition of the recently opened suite. Standards now being achieved by all pupils have improved far beyond those which were thought possible a few years ago. Pupils in Key Stage 1 (Years 1 and 2) have made greater progress than older pupils having had the use of the suite and the expert help of a Rotarian granddad volunteer as well as the voluntary help of other adults. This has aided learning in sessions. Older pupils are very good at sharing their individual knowledge and supporting their response partners.

48. All pupils save their work in their individual files on the computer and retrieve it independently to continue work, edit and print. Looking at pupils' saved work along with talking to individuals gives a good indication of areas covered and software used. Older pupils use programs which enable them to program a cursor and predict its path, make presentations using different screens, use spreadsheets, word process using colour to enhance their work, as well as creative programs to support art and music. This shows that good progress is being made but that expectations in older classes need to be raised even further so that these pupils can catch up with pupils in other schools. The introduction of a simple competence based means of recording pupils' achievements in ICT, possibly involving self-evaluation, would greatly help this process.

49. The co-ordinator is very aware of the needs of the staff and has led staff training. However, some staff still lack expertise and confidence in the teaching of ICT. In such cases as when the Internet did not link, pupils were off task for a considerable part of the lesson, being unable to complete their research task. Sufficient time is not always provided for pupils to fulfil tasks despite the suite being available for use. The after school Web Club encourages aspiring reporters to keep the website updated but there is scope for identifying and supporting the few pupils who do not have access to ICT at home.

Information and communication technology across the curriculum

50. Many examples of ICT being used in other subjects were noted during the inspection both during ICT lessons and at other times: for instance, when the focus has been science (using a spreadsheet to record data) as well as history (research on the Internet sharing information through e-mailing another class), and geography (making a power point presentation).

HUMANITIES

51. **Geography and history** were not areas of particular focus for the inspection team and so few lessons were observed in each subject and less time was spent on looking at pupils' previous work

or talking to pupils about it. **Religious education** will be reported elsewhere being subject to a separate Section 23 inspection conducted by the diocese. Because of this, no overall judgements are made about provision in these subjects. However, the quality of the learning opportunities provided is good and teachers make learning fun. Work in history and geography adds much to pupils' spiritual and cultural development.

52. The main focus for development in geography and history has been the increased use of the local and surrounding area by tailoring the curriculum to fit what is available close by or on focused visits further afield. In discussion, pupils show real enthusiasm for the activities in which they participate, linked to history: for example the archaeological dig in Year 3, and the investigating of artefacts from the Victorian era linked to the topic of homes in Year 1. Geography is taught through establishing the place of Saltash within the county, country and the world. The stimulating learning environment enables Years 1 and 2 to explore the inhabitants of the jungle and hot climates, whilst older pupils compare mountain ranges in Great Britain, the Alps and the Himalayas along with the effect of tourism on these areas. Older pupils talk about their own research into the various topics. Links are made to other subjects such as art, design and technology, literacy and ICT. The school is planning a history week this year along the lines of the successful Arts Weeks. Good resources for history are used imaginatively but geography is less well resourced.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

ART AND DESIGN

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

Main strengths and weaknesses

- Standards are better than expected by the time pupils leave the school;
- The quality of teaching is usually very good, consequently pupils achieve very well;
- Pupils' work on display is of a very good quality and 'art galleries' around the school make a very good contribution to pupils' cultural development.

Commentary

53. There has been very good improvement in the quality of arts provision since the last inspection. Standards are better than in most schools right through the school and much better by the time pupils leave Year 6. Pupils' art work is very much appreciated and attractively displayed. This makes a very good contribution to the quality of the school environment. Pupils benefit from posters showing works of a wide range of artists displayed in corridors and classrooms with a high focus on the works of Cornish artists and sculptors. Good cross-curricular links are made with history, music and drama and pupils benefit greatly from special Arts Weeks. This has a positive impact on pupils' cultural awareness and appreciation of a range of works of art.

54. Pupils achieve very well in art. Their imaginative work reflects a high quality of creative ability. For example, Year 3 pupils have produced art work based on the works of Monet for a wonderful display in the entrance hall. Year 6 pupils make high quality close observational drawings and paintings of containers using a range of media and techniques.

55. The quality of art teaching is usually very good. Teachers confidently share their knowledge of art skills and techniques very well with pupils. They have high expectations and pupils respond enthusiastically. Sketchbooks are used very well to enable pupils to experiment and practise ideas and techniques. Teachers provide pupils with opportunities for them to evaluate their own work and to appreciate the works of others. When teaching is satisfactory, too long is spent talking to pupils and consequently there is less time for pupils actually to experiment with techniques themselves. Classroom assistants and volunteer helpers provide very good support and guidance to pupils.

When available, their contributions are valuable. The subject is very well led and resources are very good.

Music

Provision in music is **very good**.

Main strengths and weaknesses

- The quality of singing and instrumental performance is very good, especially in Years 3 to 6;
- Extracurricular activities and instrumental tuition provide a significant number of pupils with the opportunity to extend their musical education;
- The co-ordinator is inspirational in promoting and developing music throughout the school.

Commentary

56. Music plays an important part in the life of the school with a great many pupils singing and playing enthusiastically and well. While this is partly due to the quality of teaching in lessons, notably by the co-ordinator who takes another class as well as his own, a very important factor is the number and range of opportunities pupils have to learn about music and perform away from the classroom. For instance, instrumental instruction is available for the cello and double bass, clarinet, flute and saxophone, classical guitar, percussion, keyboard and piano. Younger children have the opportunity to learn the recorder and the ocarina. Largely through the efforts of the co-ordinator, pupils have many opportunities to work together in ensembles ranging from the more formal orchestra to the innovative and very popular 'Junk Band'. Performance levels are very good for the ages of the pupils concerned as was demonstrated by instrumental music in assemblies, the very creditable 'Last Post' played on Remembrance Day, the quality of singing in assemblies, and the evidence of performances recorded on a video.

57. Much credit for the quality of music within the school and the enthusiasm for singing and playing which is a feature of it must go to the very talented, energetic and enthusiastic music co-ordinator. Building on a strong tradition, he has introduced and promoted music-making which catches the imagination of five to eleven year olds and raised expectations of what young pupils are capable of to high levels. Music makes a very strong contribution to pupils' social and cultural development through the element of working together in ensemble work, the self-esteem gained in performance and the exposure to music from a wide range of other cultures including African, native American - and English.

58. **Design and technology and physical education (PE)** were not areas of particular focus for the inspection team and so few lessons were observed in each subject and less time was spent on looking at pupils' previous work where possible or talking to pupils about it. Because of this, no overall judgements are made about provision in these subjects.

59. **Design and technology** currently does not have a high profile in the school but there is evidence from photographs and teachers' planning to indicate that the curriculum is covered appropriately. Some examples of pupils' work were available and pupils were able to talk about their work. For example, pupils in Year 2 made felt puppets using a variety of joins and fastenings and pupils in Year 4 used their knowledge of how pneumatic systems work when designing and making a 'moving mummy'. Pupils evaluated their work confidently.

60. **Physical education** does not have the same high profile as music and art. While outside hard and grassed areas are more than adequate to meet the needs of the curriculum, the hall is small, especially for older pupils and the equipment in it and in the store is not of the same quality as that for other subjects. Other than a very good dance lesson taken by the co-ordinator, the activities in PE lessons observed were not as stimulating or challenging as those planned in most other areas of

the curriculum. However, tag rugby, gym, football and short tennis clubs supplement this after school.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

61. No lessons were seen in this area of the school's work and so no judgements are made about overall provision. The school sees pupils' personal development as a very important part of its work which underpins the whole school day. There is no formal programme for personal, social and health education. However, the appropriate content of a programme is included across the curriculum and in circle time. It includes work on health, drugs, sex education, and personal safety. Circle time provides the opportunity to focus specifically on aspects of pupils' personal development appropriate to their current needs. This helps pupils to develop a safe and healthy lifestyle, gain confidence and be informed, active and responsible citizens. The subject is very well supported by visits from outside agencies, such as a magistrate who links citizenship with work in religious education on the Ten Commandments, and by whole school events and assembly topics.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
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	1
The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
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	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	3
The effectiveness of management	2

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