

# INSPECTION REPORT

**St Dominic CE VA Primary School**

St Dominick, Saltash

LEA area: Cornwall

Unique reference number: 112029

Headteacher: Mr C Clewer

Lead inspector: Mr Stephen Dennett

Dates of inspection: 3<sup>rd</sup> to 5<sup>th</sup> May 2005

Inspection number: 267768

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Primary  
School category: Voluntary Aided  
Age range of pupils: 4 – 11  
Gender of pupils: Mixed  
Number on roll: 48

School address: St Dominick  
Saltash  
Cornwall  
Postcode: PL12 6SU

Telephone number: 01579 350581  
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Appropriate authority: Governing body  
Name of chair of Mrs J Totterdell  
governors:

Date of previous 7<sup>th</sup> June 1999  
inspection:

## CHARACTERISTICS OF THE SCHOOL

St Dominic CE VA Primary School is a Voluntary Aided Church of England school serving the rural village of St Dominick and the surrounding communities. A number of pupils attend from nearby Callington. It provides full-time education for 48 pupils aged four to eleven and the school is much smaller than average. At the time of the inspection eight children were under five years of age. Although the number of pupils attending the school has fluctuated since the last inspection, it is roughly the same size as six years ago. A new two-classroom extension was completed in September 2004. All the pupils are from a white background, nearly all British. A tiny minority of pupils do not speak English as their mother tongue and are in the early stages of acquiring the language. The number of pupils eligible for free school meals (30 per cent) is above the national average, but falling. The social and economic circumstances of pupils are generally advantaged, but a small minority come from disadvantaged backgrounds. Nine pupils (18.8 per cent) have been identified as having special educational needs at present. This figure is broadly average and is falling. A small proportion of pupils (2.3 per cent) have statements of special educational needs, which is above average but this figure is also falling. Pupils have been identified as having specific learning difficulties (dyslexia), physical disabilities and significant behavioural difficulties. The school has very small groups entering each year, although significant numbers join in the junior classes. As a result, inward pupil mobility is well above average. Pupils joining the school in the recent past have often had considerable special educational needs and emotional and behavioural difficulties. The composition of year groups varies

considerably but, overall, pupils' attainment on entry to the school is currently above average. The school is a 'Dyslexia Friendly School'.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
13712	Stephen Dennett	Lead inspector	English, science, information and communication technology, French, design and technology, art and design, physical education
11564	Jean McKay	Lay inspector	
31334	Barbara Atcheson	Team inspector	Mathematics, geography, history, music, personal, social and health education, the Foundation Stage

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

St Dominic CE VA Primary School is an ineffective school which is failing to give its pupils in Years 4, 5 and 6 an acceptable quality of education. In accordance with section 13(7) of the School Inspections Act 1996 I am of the opinion, and HMCI agrees, that special measures are required in relation to this school. Standards of achievement at the end of Year 6 are below average overall and the overall quality of education is unsatisfactory. The leadership and management of the school are unsatisfactory. The school gives unsatisfactory value for money.

#### The school's main strengths and weaknesses are:

- The leadership provided by the headteacher is poor and his management of the school is unsatisfactory.
- At the end of Year 6, standards are below average in most subjects and well below average in English. Pupils' levels of achievement are unsatisfactory.
- Provision for children in the Foundation Stage is good.
- The governing body is effective and has done everything in its power to support the school and challenge senior management.
- Pupils' attitudes and behaviour in Years 4, 5 and 6 are generally unsatisfactory.
- There are good links with parents, the community and other schools.

Improvement since the last inspection is unsatisfactory. Although progress has been made in developing the curriculum, improving planning in information and communication technology (ICT) and improving provision for the Foundation Stage, standards have declined over time and several of the issues raised by the last report have not been addressed effectively.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	E*	C	C	C
mathematics	E	E	B	A
science	E	D	D	C

*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 **below average** and pupils' achievement is **unsatisfactory** overall.

Children enter the school with levels of attainment which are variable, but currently above average. Standards are above the expected level by the time pupils enter Year 1 and their achievement is good.

In the 2004 national tests, standards at the end of Year 2 were below average in reading and writing. They were above average in mathematics. Teachers' assessments showed that standards in science were very high. As the numbers in the year group are very small, care should be taken in interpreting the results from one year's tests. In the 2004 national tests in Year 6, standards were average overall. However, they were above average when compared with this group of pupils' attainment at the end of Year 2. Standards in English were average and in mathematics they were well above average. Standards in science

were average. Again, the number of pupils taking the test was very small and great care should be taken in interpreting these results. The three-year average for all English, mathematics and science results has remained below average.

Inspection findings show that standards at the end of Year 2 are below average in English, but pupils' achievement is satisfactory because they are now making better progress than previously. Standards in mathematics and science are average and achievement is satisfactory. Standards are also average in design and technology and geography and pupils' achievement in these subjects is satisfactory. However, standards in ICT are below average and pupils' achievement is unsatisfactory. At the end of Year 6, inspection findings show that standards are well below average in English and pupils' achievement is unsatisfactory. They are below average in mathematics, science, design and technology, geography and ICT and pupils' achievement in these subjects is also unsatisfactory. Standards in music are average and pupils' achievement is satisfactory. Pupils with special educational needs make satisfactory progress overall because of good support, but pupils who do not speak English as their first language are currently making insufficient progress in their learning.

Attendance is satisfactory and pupils are generally punctual. Pupils' attitudes and behaviour are both unsatisfactory overall. However, pupils' attitudes and behaviour are satisfactory in Years 1, 2 and 3 and good at the Foundation Stage. Pupils' spiritual and moral development is good and their social and cultural development is satisfactory.

## **QUALITY OF EDUCATION**

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

The quality of teaching and learning is unsatisfactory overall. Teaching in the Foundation Stage is good and in Years 1, 2 and 3 it is satisfactory. A significant weakness of teaching in Years 4, 5 and 6 is the lack of challenge and insecure management of pupils' behaviour. Pupils' learning in Years 1, 2 and 3 is satisfactory. Assessment is unsatisfactory overall and insufficient use is made by teachers of assessment information to adjust planning and to ensure work is better matched to the needs of individual pupils.

The curriculum is unsatisfactory overall, although it is sufficiently broad and balanced and meets statutory requirements. The school makes satisfactory provision for pupils with special educational needs and these pupils make satisfactory progress. The school provides satisfactory opportunities for the enrichment of the curriculum. Staffing, accommodation and educational resources are all satisfactory.

Provision for pupils' care, welfare, health and safety are satisfactory overall and provision is good in the Foundation Stage. There are good links with parents, the community and other schools.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are **unsatisfactory** overall. The governance of the school is **good**. The governors play a vital role in monitoring the school's performance and have done everything in their power to support and challenge the senior management of the school. However, the leadership of the school by the headteacher is poor. Important issues have not been dealt with and, as a result, the school has declined since the time of the last inspection. Teachers have very significant curriculum responsibilities and yet they have not received regular training or adequate professional



development. The management of the school is unsatisfactory overall and performance monitoring data has not been used effectively to set accurate targets for improvement. As a result, insufficient action has been taken to raise standards in Years 4 to 6.

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

Parents' views of the school are satisfactory. They think the information they receive is good. Some parents have concerns about their children's lack of progress.

Pupils' views of the school are satisfactory. They like the special 'activities week' and after-school clubs. Some pupils complained that older pupils sometimes prevented them from working.

## **IMPROVEMENTS NEEDED**

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

- take immediate steps to improve the leadership and management of the school;
- raise standards in English in Years 2 to 6, especially in writing;
- raise standards and improve provision in ICT throughout the school;
- raise standards in science, mathematics, design and technology and geography in Years 4 to 6;
- set in place suitable systems for improving pupils' attitudes and behaviour in Years 4 to 6;
- improve the quality of teaching and learning in Years 4 to 6;
- further develop systems for pupils' assessment to ensure that the information gathered is used effectively to set targets for improvement and to adjust planning where necessary.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Standards are **below average** overall and pupils' achievement is **unsatisfactory**.

#### Main strengths and weaknesses

- Children's achievement in the Foundation Stage is good.
- Pupils' achievement is unsatisfactory.

#### Commentary

1. Children enter the school with levels of attainment which are variable, but currently above average overall. Children achieve well in the Foundation Stage in all areas of learning. They are likely to exceed the early learning goals by the time they enter Year 1 in all areas of learning. The youngest children of nursery age also make good progress in their learning.
2. The school has small year groups and care should be taken when analysing the results from national tests. The school has above average pupil mobility and evidence suggests that the majority of pupils joining the school from other areas have had significant special educational needs, including social, emotional and behavioural difficulties. Some year groups contain a significant proportion of pupils with special educational needs. Recently, however, the number of pupils with special educational needs has fallen and is currently close to average.
3. Pupils' 2004 test results at the end of Year 2 were broadly average, but above those found in similar schools. Standards were below in reading and writing, but above average in mathematics. Teachers' assessments indicate that standards were very high in science; however, very few pupils achieve the higher Level 3 in the subject. The proportion of pupils gaining these higher levels was average in reading and mathematics and well below average in writing.

#### **Standards in national tests at the end of Year 2 – average point scores in 2004**

Standards in:	School results	National results
reading	15.6 (13.6)	15.8 (15.7)
writing	13.9 (12.2)	14.6 (14.6)
mathematics	17.0 (15.4)	16.2 (16.3)

*There were 7 pupils in the year group. Figures in brackets are for the previous year.*

4. Inspection findings show that standards are not as good as indicated by the tests. In English, standards are below average at the end of Year 2. Although pupils' speaking and reading skills are satisfactory, their writing skills are below average. However, pupils make good progress in Year 1 and satisfactory progress in Year 2 and standards are rising. Standards are average in mathematics and science and pupils' achievement in these subjects is satisfactory. In ICT, standards at the end of Year 2 are below average and pupils' achievement is unsatisfactory. By the end of Year 2 standards in design and technology and geography are broadly average.

5. In the 2004 national tests at the end of Year 6, standards were average in English, above average in mathematics and below average in science. However, in English and science, standards were in line with those found in similar schools when compared with this group of pupils' attainment at the end of Year 2. In mathematics, standards were well above average when compared with this group of pupils' attainment at the end of Year 2. The number of pupils who gained the higher Level 5 in English and science was average, but in mathematics it was very high. Overall, the progress made by this year group from the end of Year 2 to the end of Year 6 was above the national average. It should be noted that this year group was very small and the majority of pupils in it were of above average ability. The three-year average for all three core subjects of English, mathematics and science is consistently below average.

**Standards in national tests at the end of Year 6 – average point scores in 2004**

Standards in:	School results	National results
English	27.0 (24.8)	26.9 (26.8)
mathematics	28.2 (22.5)	27.0 (26.8)
science	28.2 (26.3)	28.6 (28.6)

*There were 5 pupils in the year group. Figures in brackets are for the previous year.*

6. Inspection findings show that standards are below and well below the national average at the end of Year 6 and pupils' achievement is unsatisfactory. Standards in English at the end of Year 6 are well below average and pupils' achievement is unsatisfactory. Pupils' use of their literacy skills in other subjects in Years 4 to 6 is poor. Standards in mathematics and science are below average and pupils' achievement in these subjects is unsatisfactory. Pupils' use of their numeracy skills in other subjects in Years 4 to 6 is unsatisfactory. In ICT, pupils have insufficient opportunities to develop their skills and standards are below average. Pupils' achievement is unsatisfactory. Pupils' use of ICT across the curriculum is unsatisfactory. In design and technology and geography standards are below average. Standards in music are broadly average.
7. Achievement of pupils with special educational needs is satisfactory. Although the quality of teaching seen was good, the time allocated to supporting pupils is limited and they do not make as much progress as they could. The needs of many pupils are complex and the special educational needs co-ordinator is only just beginning to transfer her skills to the teaching staff. At the time of the inspection, there was only one pupil with English as an additional language. He was new to the school and was at a very early stage of language acquisition. The school was in the process of trying to contact someone who had the necessary language to help in this area. As a result, the achievement of the pupil was limited by the amount of success teachers and teaching assistants could achieve through the medium of sign language.

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

Pupils' attitudes to their work and towards others in the school are **unsatisfactory**. Behaviour is **unsatisfactory**. Pupils' spiritual, moral and social and cultural development is **satisfactory** overall. Pupils' attendance and punctuality are **satisfactory**.

**Main strengths and weaknesses**

- Teaching in Years 4, 5 and 6 often lacks challenge, resulting in a failure to stimulate in pupils a desire to learn.
- Inappropriate behaviour in class and during assembly by a significant minority has a detrimental effect on the learning of others.

- The school lacks effective strategies to deal with unacceptable behaviour.
- The school's provision for spiritual development is well planned and implemented.

## Commentary

8. Attitudes and behaviour in the Foundation Stage are good. Children in the Foundation Stage and Year 1 behave well in class. The attitudes and behaviour of pupils in Years 1 and 2 are satisfactory overall. The attitudes and behaviour of pupils in Years 4, 5, and 6 are unsatisfactory. When Year 3 join with Years 4, 5 and 6 their attitudes and behaviour also deteriorate. Pupils in Year 6 find history, geography and religious education 'boring'. They say that behaviour is not good, the boys will not do what they are told, they lack respect for the teacher and this limits the learning of the rest of the class. However, when the same pupils were engrossed in the challenging music lesson given by an outside specialist, attitudes and behaviour were very good. Pupils achieved well as they rose to the challenge, showing respect towards the teacher and working well as a team.
9. Attitudes towards most staff are positive, but a minority of older pupils show a lack of respect for the headteacher, often continuing to misbehave when asked politely to refrain. Pupils exit noisily from assembly despite being asked to be quiet. Playtime is boisterous and strategies to encourage and support good behaviour are not consistently implemented. This lack of good behaviour and positive attitudes at the top of the school does not maintain the raising of standards and achievement. In the year prior to the inspection, one boy has been excluded for one fixed period of exclusion.

## Exclusions

### *Ethnic background of pupils*

### *Exclusions in the last school year*

<b>Categories used in the Annual School Census</b>	<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
White – British	47	1	0
White – any other White background	1	0	0

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

10. Most pupils seemed to be willing to take responsibility and the majority of older pupils show a caring attitude towards the younger ones. Pupils have good opportunities to exercise leadership and responsibility by undertaking jobs such as acting as lunchtime monitors or taking the register to the office. There is no formal channel such as school council to enable pupils to make a contribution towards the life of the school. Activities week contributes effectively to pupils' personal development, giving older pupils a good opportunity to develop their skills in leadership and teamwork.
11. All pupils have a good understanding of the difference between right and wrong. They have a sense of the wider world, although there is little evidence of planned activities that will enable the pupils to understand the cultures and traditions of people from other ethnic backgrounds. Staff work hard to encourage pupils' social skills in Reception and Years 1, 2 and 3 and, as a result, they develop well in this area. Assemblies provide good opportunities to encourage pupils' spiritual development and first hand experience such as caring for tadpoles, growing plants and hatching butterflies in Reception and Year 1 contribute effectively to pupils' understanding of the intangible.

## **Attendance**

12. Although the table below for the last reporting year shows attendance as well below the national average, the school has made strenuous and imaginative efforts to improve this figure. It was recently awarded a certificate for the most improved attendance figure in Cornwall. However, the punctuality of a small minority of pupils is still unsatisfactory.

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

Authorised absence		Unauthorised absence	
School data:	6.5	School data:	1.6
National data:	5.1	National data:	0.4

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **unsatisfactory**. Teaching and learning are unsatisfactory. The curriculum is unsatisfactory. Provision for pupils' care, health and safety is satisfactory. There are good links with parents, the community and other schools.

### Teaching and learning

Teaching and learning are **unsatisfactory** overall. Assessment is **unsatisfactory**.

### Main strengths and weaknesses

- Teaching is good in the Foundation Stage.
- Teachers in Years 1 to 3 are good at engaging pupils' interest.
- Expectation and challenge are good in Years 1 to 3.
- The quality of teaching and learning in Years 4 to 6 is unsatisfactory.
- Pupils have poorly developed collaborative and independent learning skills in Years 4 to 6.
- Assessment is not used effectively to set challenging targets for improvement or to adjust planning effectively where necessary.

### Commentary

#### Summary of teaching observed during the inspection in 18 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	1	9	5	3	0	0

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

13. There are some significant variations in the quality of teaching throughout the school. Although the quality of teaching seen during the inspection was generally satisfactory and sometimes good, the impact of teaching over time in Years 4 to 6 is unsatisfactory. Pupils do not make sufficient progress in their learning and standards are consequently not high enough by the end of Year 6, even taking account of the number of pupils with special educational needs. Pupils make better progress overall in Years 1 to 3 and consequently the impact of teaching over time is satisfactory. A significant proportion of teaching seen during the inspection in Years 1 to 3 was good and in these lessons pupils made good progress in their learning. In Years 1 to 3, pupils concentrate well and are beginning to make better progress in their acquisition of knowledge, understanding and skills. The quality of teaching in the Foundation Stage is good and, as a consequence, children make good progress in their learning. The teaching of writing is weak in Years 2 to 6 and, as a consequence, standards

are not high enough. The teaching of mathematics is satisfactory in the lower part of the school, but unsatisfactory in Years 4 to 6. Pupils' learning in ICT is unsatisfactory, mainly due to teachers' insufficient challenge and lack of confidence.

14. Good teaching is characterised by clear planning, including the identification of what pupils need to learn and well matched learning tasks to meet the needs of pupils. In the Foundation Stage, teachers make effective use of teaching assistants to support children's learning. In good lessons, teachers engage pupils' attention well by using video projectors to explain difficult concepts. Where teaching is good, pupils work together well in pairs and groups and show good levels of concentration; this has a positive effect on their learning.
15. Where teaching is unsatisfactory, teachers fail to engage pupils sufficiently and behaviour deteriorates. This has a negative effect on pupils' learning. In Years 4 to 6, behaviour management strategies are less well developed and, for small minority of challenging pupils, ineffective. This results in the learning for the majority being impeded by a few disruptive pupils. A weakness of teaching in Years 1 to 6 is the insufficient use of assessment information to adjust planning to meet the needs of individual pupils better. In several lessons, it was observed that all pupils were given the same task, irrespective of ability or age. This resulted in more able pupils not being sufficiently challenged and less able pupils struggling to understand what was being asked of them. Evidence from the sampling of pupils' work shows this is regular practice and is a major reason why pupils have not made as much progress as they could.
16. Assessment systems are unsatisfactory overall and have not been developed effectively since the last inspection. Teachers have the means of tracking pupils' progress in several subjects and are beginning to have a good database of performance over the past three years. However, teachers are not yet making sufficient use of this information to set realistic targets for improvement or to adjust lesson planning to take account of individual learning rates. Consequently the use of assessment to respond to individual needs remains unsatisfactory. However, in the Foundation Stage good use is being made of assessment information and the teacher is setting clear targets for improvement. Teachers' marking is not always used effectively to improve pupils' work although, again, this has improved recently in Years 1 to 3.
17. The teaching of pupils with special educational needs is satisfactory overall. The pupils' needs are identified at an early stage. Individual education plans have precise but 'child friendly' targets. Pupils are well supported by the co-ordinator for special educational needs, their teachers and by the teaching assistants who provide regular and ongoing feedback on pupils' progress. This ensures that planned activities match the pupils' needs. Teaching for pupils with English as an additional language is satisfactory. The one pupil concerned is fully included in all activities and teachers are aware of his learning needs although, because he had only just arrived at the school, they were hampered by their lack of knowledge of his mother tongue. Teaching assistants support the pupil well in the early stages of acquiring English language skills.

## The curriculum

The curriculum provided by the school is unsatisfactory overall, although it does meet the requirements of the National Curriculum. There are **satisfactory** opportunities for pupils to enrich their experiences through well-planned visits and visitors and a range of supporting activities. Overall the accommodation and resources are **satisfactory**.

## Main strengths and weaknesses

- Unsatisfactory curricular experiences at the end of Year 6 mean that pupils are not well prepared for the next stage in their education.

- The curriculum for children in Reception is good.

## Commentary

18. The curriculum overall is unsatisfactory and does not effectively meet the needs of pupils in Years 4 to 6. The curriculum for personal, social and health education is satisfactory. Learning opportunities in Reception are good and prepare children well for the later stages of their education.
19. Provision for special educational needs is satisfactory. The school tries to ensure that these pupils are identified as soon as possible so that lessons can be modified to provide for everyone's needs. All pupils on the special educational needs list have individual education plans highlighting their individual strengths and needs. These are regularly reviewed to ensure that targets reflect the progress made. All pupils with special educational needs have access to the same curriculum as other pupils. The one pupil with English as an additional language receives the same curriculum entitlement as other pupils.
20. Extra-curricular activities appropriately enhance learning opportunities. A satisfactory range of activities are offered, including hand bells, recorder and football during the week and a wide range of opportunities via the Network Learning Community during 'Activities Week'. There is suitable participation in sport through Callington College with parental and governor support. The school has also benefited from visiting artists and is currently involved in a dance project with other local schools.
21. In the Foundation Stage and Years 1 to 3, teachers take effective steps to include all pupils in lessons and ensure that those who need it are supported effectively. However, in Years 4 to 6, inclusion is unsatisfactory as pupils are prevented from working by the disruptive behaviour of others.
22. There are sufficient teachers to deliver the curriculum. They are assisted by a satisfactory allocation of teaching assistants who are well trained, managed and deployed in the Reception class and Years 1 to 3, where they make a satisfactory contribution to pupils' learning. Unsatisfactory deployment in Years 4 to 6 weakens the effect that they have on learning in that class. The accommodation is satisfactory overall and has improved since the last inspection. The new classrooms are having a positive effect on many areas of learning. The new classrooms have raised morale and the school community is very proud of them. Pupils say they particularly like the imaginative wall decorations in the Foundation Stage and throughout the school. However, the school lacks a hall. The outside area for the Foundation Stage, although well resourced, is small for the number of children and their play activities. However, the children use the newly laid playground for their large wheeled toys during lessons. Resources are satisfactory overall. There are insufficient books for higher attaining pupils.

## Care, guidance and support

The care, welfare, health and safety of pupils in the Foundation Stage are all **good**. They are satisfactory for pupils in Years 1 to 6. The school provides pupils with **satisfactory** support and guidance.

## Main strengths and weaknesses

- There are good induction arrangements for young children entering the school and for pupils entering the school from other areas.
- Most pupils were seen to have good relationships with their teachers and each other.



## Commentary

23. Induction arrangements are good and ensure that children settle happily into the Foundation Stage. Many children enter the school through the pre-school group which meets in the village. The close relationship with the school ensures that parents are provided with good information and with many opportunities to visit the school. Parents of pupils who have joined the school from other areas praised the efforts of the school to enable their children to settle in with confidence.
24. Procedures for child protection are well known and are carried out in accordance with local practice. Members of staff are trained in first aid. Teaching staff are supported by outside agencies who regularly visit the school, although one parent expressed concern during the inspection that there is no speech therapist. The school takes seriously the health and safety of all its pupils and makes regular safety checks of the school. During the inspection, pupils were able to say exactly what they would do in the event of a fire.
25. Most parents believe that the school provides satisfactory care for its pupils within a secure and caring learning environment. Parents of children in the Foundation Stage particularly praised the care they receive. Parents spoken to during the inspection thought that the small environment means that each pupil is very well known and his or her needs can be personally assessed and catered for. Inspectors agree that, for the majority of pupils, this is indeed the case. Pupils spoken to during the inspection said they like their teachers and know to whom they could turn if they had a problem. They know how to deal with bullying and harassment, but say that these instances are infrequent. Pupils could say with confidence whom they could approach if such an instance arose. Seeking pupils' views and involving them in the work of the school is at an early stage and the school has recognised that there is room for development. Members of a school council have been chosen, but a time during school hours for regular meetings has not yet been allocated. Pupils with special educational needs receive satisfactory care and advice overall. Parents spoken to during the inspection praised the way the school cares for pupils with special educational needs.

## Partnership with parents, other schools and the community

The school has **good** links with parents, the community and other schools and colleges.

### Main strengths and weaknesses

- Parents feel confident about approaching the school with suggestions or complaints.
- There is a good link with the Parent Teacher Association.
- The good links with the community help to enrich the curriculum and make pupils aware of their own culture.
- Links with the church are well established.

## Commentary

26. The good partnership which the school enjoys with parents and members of the community praised in the last inspection report continue to the present time. Parents make a good contribution to their children's learning by providing help in the classroom and on trips and visits. Parents run an after-school art club and, during the inspection, a father was seen coaching pupils in enhancing their football skills. Parents also raise significant funds for the school through the Parent Teacher Association and their recent contribution towards providing very attractive resources for the new outside area of the Foundation Stage classroom is very much appreciated by the school. Parents spoken to during the inspection said they feel confident in approaching the school with suggestions and complaints and the strength of this

link with parents makes a very positive impact on relationships within the whole school community. There is a very strong feeling of family, which is echoed by the comments of pupils spoken to during the inspection and by comments they made on the pupil questionnaire. Parents appreciate the range of extra-curricular activities offered to pupils.

27. Parents at the meeting and during the inspection thought that the quality of information they receive is good. Parents of pupils with special educational needs thought that the co-ordinator, who has a good overview of provision, works very hard to develop and maintain links with outside agencies to ensure the best possible support for these pupils. The newsletter contains information on both school and village events. Parents say they appreciate the 'open door' policy and that this means that small problems do not grow into large ones. Pupils make their own comments on the annual report to parents.
28. The school has good links with the local community and has traditionally played an important part in village life. Many activities such as the school communion services, the Harvest Festival and Christmas services are attended by members of the local community. During the inspection senior citizens who attend the school for lunch each Wednesday said they looked forward to the experience. There are good links with both churches in the village and the vicar is a member of the governing body.
29. Links with colleges are in place and students from the Duchy College made the very attractive wooden planters which are in the Foundation Stage playground, as part of their college work. The school is one of three local schools which form the 'Tamar Valley Cluster'. Many visits and activities are organised which extend the area of pupils' learning. The good links between the school and the local secondary school mean that a smooth transition is managed when pupils leave at the end of Year 6. Pupils spoken to said they were looking forward to the next stage of their education.

## LEADERSHIP AND MANAGEMENT

The governance of the school is **good**. The leadership by the headteacher is **poor**. Leadership by key staff is **unsatisfactory**. Management is **unsatisfactory**.

### Main strengths and weaknesses

- The governing body is effective and has done everything in its power to support and challenge the senior management of the school.
- The school lacks direction and vision and the expectations of the senior management are not high enough.
- The school's strategic planning is lacking in focus and fragmentary.
- Staff performance management is poor and has not been use effectively to bring about improvement.
- The school makes ineffective use of its self-evaluation and monitoring of performance data.

### Commentary

30. The governing body has been seriously concerned about the performance of the headteacher for the past eighteen months. Over the last thirteen months, they have consistently sought to challenge and support the headteacher by involving the local education authority and diocese. There has been a range of governor-led initiatives, involving consultants and advisers to support the management of the school. Governors have taken action to improve their role and have significantly influenced the work of the school. Through their observation of lessons and conversations with teachers, they have a good grasp of the strengths and weaknesses of the school. Governors have undertaken training which has improved their ability to assess the

effectiveness of teaching and learning. The school faces a challenging situation, with a falling roll. The governing body has come to terms with the difficult circumstances and has identified with the local educational authority some relevant targets for improvement. However, only limited progress has been so far achieved in addressing these issues, due to the poor leadership and unsatisfactory management of the headteacher.

31. The headteacher has a significant teaching commitment and has found it difficult to manage his time to be an effective leader. As a consequence, the school lacks vision, direction and a sense of purpose. This in turn has led to a loss of confidence on the part of the staff and governing body in his ability to lead and manage the school. His own expectations of pupils' performance and behaviour are low and, as a result, he has not provided other staff with a clear lead in the development of the curriculum or teaching. The leadership of other staff is generally unsatisfactory and little progress has been made in developing the role of co-ordinators. Staff have many responsibilities and their workload is significant. Little progress has been made in implementing the national workload agreement and co-ordinators lack expertise and direction. Each teacher has too many subjects to manage, which in turn leads to reduced effectiveness. Leadership of special educational needs is satisfactory. The co-ordinator is experienced and fully aware of the responsibilities of the task. Documentation is thorough and there are effective links with educational support services. However, her effectiveness is limited by the small amount of time she is in the school. The leadership and management of the Foundation Stage are good.
32. The headteacher has been working with the local authority to produce a school improvement plan. The current plan is satisfactory and has identified a number of relevant areas for development, such as improving provision for ICT and raising standards in English, but is of very recent origin. However, previous action plans are fragmentary and not focused on what specifically needs to be done to improve standards or improve the quality of education. They lack relevant, measurable 'success criteria' and are often merely 'statements of intent'.
33. The management of the school is unsatisfactory overall. Staff training is poor and appropriate staff appraisal and performance management systems have been neglected. A major weakness of management is the lack of detailed analysis of performance data to detect patterns in pupils' performance and the lack of effective action to raise standards. Although this information is available from the local education authority, the school has not effectively analysed its own information. Records are disorganised and incomplete. This makes it difficult for teachers to detect which aspects of which subjects need more emphasis and which pupils are not achieving their full potential. One exception to this is the Foundation Stage, where assessment is good.
34. Appropriate financial systems are in place and the school can account appropriately for its spending plans. The school has carried significant surpluses in the past due to building plans, but these have been managed well by the governing body's finance committee. This committee is good at holding the senior management to account for spending decisions. However, the school needs further systems in place to ensure that it gets best value for money. At present, due to the unsatisfactory quality of education and ineffectiveness of the school, it provides unsatisfactory value for money.

**Financial information for the year April 2004 to March 2005**

<b>Income and expenditure (£)</b>		<b>Balances (£)</b>	
Total income	204,994	Balance from previous year	15,475
Total expenditure	210,329	Balance carried forward to the next	10,140
Expenditure per pupil	4,124		

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

### AREAS OF LEARNING IN THE FOUNDATION STAGE

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

#### Main strengths and weaknesses

- Teaching is good and the children achieve well.
- Well-planned, interesting, practical activities effectively support learning.
- Assessment is used effectively to plan for learning.
- Teaching assistants make a significant contribution to children's learning.

#### Commentary

35. During the inspection, there were six reception-aged children attending the school full-time and three nursery-aged children attending part-time within a class of Foundation Stage and Year 1 pupils. Clearly, with such small numbers of children, attainment on entry to the school varies from year to year. However, most children join the school with levels of skill, knowledge and understanding above that expected for their age.
36. The quality of teaching and learning is good and as a result children achieve well. The teacher's command of the Foundation Stage is very secure. She has high expectations of the children and good deployment of well-trained teaching assistants extends and supports learning in an effective way. By the time they enter Year 1, most children have attained and exceeded the nationally expected early learning goals in all areas of learning. The curriculum is good and effective cross-curricular work helps children to make secure links in different areas of learning. Well-organised planning provides meaningful activities and thorough assessment, monitoring and tracking of children's activities ensure that all children benefit from their experiences in the secure, welcoming atmosphere of the class. There is a high degree of independent learning. This area, which was identified for improvement in the previous report, has been successfully addressed. All children are confident and are beginning to have some understanding of their own learning.
37. The accommodation is good. The classroom benefits from a tiny but well planned outdoor area, providing a rich learning environment which enhances the indoor provision but does not have enough space for children to engage in physical activities directly outside the classroom. Children with special educational needs achieve satisfactorily because of the good support they receive from an early stage. Induction procedures are good. They form a sound basis for strong relationships with parents. The staff work very well together as a team. Their sensitive intervention helps all children to succeed. The leadership and management of the co-ordinator are good. Improvement since the last inspection is good.
38. Provision for children's **personal, social and emotional development** is good and children make effective gains in this area of learning. Teaching and learning are good. Consequently, most children attain above the expected levels of social development. Children benefit from opportunities to work with pupils in Year 1 and form friendships with them. The teacher and teaching assistants work hard and successfully ensure that children settle happily into school. They provide consistent routines and expectations which help children to feel secure. All adults share firm, but warm and friendly relationships with children and set consistently good examples of how to behave so children are ready and willing to learn. This contributes to a

harmonious classroom and good attainment and achievement for children's personal and social skills.

39. Provision for children's **communication, language and literacy** is good and children achieve well. Teaching and learning are good. Most children come into the Reception class speaking clearly, audibly and with confidence. Good questioning skills enable children to reflect and structure their thinking. There are many opportunities for children to practise their writing skills and most are beginning to use writing to communicate meaning. Four higher achieving children write unaided. Their spelling of simple words is accurate and letters generally well formed. Children enjoy books and reading diaries provide a useful dialogue between home and school. The children are given opportunities to develop secure early reading and writing skills in small closely targeted groups. By the end of the year, most children will exceed the goals expected as a result of the good teaching.
40. Provision for children's **mathematical development** is good and children achieve well. Teaching and learning are good. Varied imaginative activities are planned to give all children challenge and also to consolidate learning in order to make it secure. Children enjoy their learning as they estimate the number of sweets, grouping them in colours and then counting in tens. Children work hard, they are productive and proud of their achievement. Teaching assistants make a significant positive contribution to children's learning. Children are working at full capacity all the time. Very good questioning by the teacher and teaching assistant extends the children's learning. As a result children achieve well, exceeding the goals expected as a result of the good teaching.
41. Provision for children's **knowledge and understanding of the world** is good. Teaching and learning are good. Much of the work that children undertake is based on first-hand experiences such as hatching butterflies, making cakes, buying herbs from the garden centre and talking to grandparents. This contributes well to the spiritual development of children as they struggle to gain a better understanding of the intangible. Through skilful use of questioning and sensitive interaction by the teacher, children are encouraged to use their speaking and listening skills as they explain the life cycle of a butterfly. Small world toys extend early experiences beyond the home and school, giving children the opportunity to make sense of a widening community. Children are confident in their use of computer programs. They use the mouse effectively to click and drag. They are competent in their use of the keyboard and can print their work. As a result, children achieve well and a high proportion exceed the goals expected as a result of the good teaching.
42. Provision for children's **physical development** is good. Teaching and learning are good. Children make use of the playground to increase their skills and proficiency in riding wheeled toys. Effective direct teaching helps them to make very good progress in their skills so that they move with a high degree of control. Children develop their manipulative skills well by handling dough, scissors and brushes and manipulate small construction equipment with dexterity. Good teaching ensures that children achieve well and most exceed the goals children are expected to reach by the end of Reception in this area of learning.
43. Provision for children's **creative development** is good. Teaching and learning are good. Good cross-curricular links give children the opportunity to explore colour, texture and shape as they make a collage butterfly. Good links with mathematical development reinforce children's understanding of symmetry. Skilful use of questioning and sensitive interaction by the teaching assistant encourage children to use their speaking and listening skills as they discuss the visual and tactile properties of the materials they are using. Imaginative activities reinforce learning well and lead to a high level of interest from all children. As a result of the good teaching, children achieve well and a high proportion exceed the goals expected.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH AND MODERN FOREIGN LANGUAGE

#### English

Provision in English is **unsatisfactory**.

#### Main strengths and weaknesses

- Standards in English are well below average in Year 6 and pupils' achievement is unsatisfactory.
- Expectations by teachers of how much pupils can achieve are not high enough.
- The marking of pupils' work is unsatisfactory and does not help them to improve.
- Leadership of the subject is unsatisfactory.

#### Commentary

44. Results from 2004 national tests for pupils at the end of Year 2 showed that standards were below average. At the end of Year 6, standards were average. Care should be taken when drawing conclusions from this data, as the number of pupils taking the test are small and the effect of each pupil is considerable. The work seen during the inspection indicates that standards in the current Year 2 are below average overall and in Year 6 they are well below average and pupils do not achieve well enough over their time in the school. Improvement since the last inspection is unsatisfactory.
45. Standards in speaking and listening are broadly average in Years 1 to 3. However, in Years 4 to 6, pupils lack confidence in talking aloud and many do not understand the rules of conversation. Not enough attention is paid to improving speaking and listening skills in lessons. Standards in reading are broadly average in Years 1 to 4, but below average in Years 5 and 6. In these years, records show that pupils have made too little progress over time in their reading skills. Many pupils did not achieve their targets for reading during the past two years. Standards in writing are below average across the school and well below average in Years 4 to 6. This is due to a lack of rigour and urgency in writing lessons. Too little extended writing was seen in the sample of pupils' work.
46. The quality of teaching and learning seen during the inspection was unsatisfactory overall. In Years 1 to 3, teaching was satisfactory. Lessons were well planned and the range of work offered was varied and appropriate to pupils' needs. Teachers demonstrated a good grasp of the needs of pupils and presented lessons that engaged pupils' interest. This had a positive effect on the progress they made. However, the effect of teaching over time is unsatisfactory and, consequently, pupils' achievement is unsatisfactory. In Years 4 to 6, expectations of what pupils can achieve has been too low and there has been too little monitoring of how well each pupil is doing. Because the marking of work is not rigorous enough, pupils are unclear about how they can improve. Pupils with special educational needs are appropriately supported in English lessons and benefit from the close links and help from teaching assistants who work hard to ensure success. This helps these pupils to achieve satisfactorily in relation to their difficulties in Years 1 to 3, but their progress in Years 4 to 6 is unsatisfactory.
47. Leadership and management of the subject are unsatisfactory. There has been too little time allocated to the monitoring of lessons and of standards. Data from standardised tests has not been sufficiently analysed to identify areas of weakness and the drive to raise standards has not been sufficiently rigorous. The co-ordinator is inexperienced and senior management has

not provided enough training and support to ensure that standards in the subject have been improved consistently.

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

48. The use of pupils' language and literacy skills across the curriculum is poor in Years 4 to 6. Elsewhere it is unsatisfactory. There are examples in past work of pupils writing historical accounts in history, writing up their science experiments and describing the aspect they are studying in geography. However, there is not enough extended writing and the work is not well enough marked to improve standards and help pupils to move forward.

## **French**

Provision for French is **good**.

### **Main strengths and weaknesses**

- There are high levels of interest and pupils' achievement is good.
- Teaching is stimulating and pupils learn well.

### **Commentary**

49. French is taught by a visiting teacher from Callington Community College. One lesson in Years 3 to 6 was seen during the inspection and planning was examined. In the lesson seen, pupils were very interested and maintained high levels of concentration. More able pupils showed a good understanding of short sentences made up of familiar French words, spoken at near normal speed. Average pupils showed that they understood a range of familiar statements and responded well to a clear model of standard French. They could tell the time and repeated phrases such as 'une heure' and 'deux heures' clearly. Pupils' achievement in Years 3 to 6 is good.
50. Teaching and learning are good. Teachers use interesting and stimulating methods to engage pupils' interest. All pupils behaved well as a result of effective behaviour management. Supporting teachers offered valuable assistance by ensuring all pupils remained focused. The level of challenge in lessons is realistic and pupils are productive.
51. Planning is thorough and ensures that pupils progress through a series of lessons which build well on their basic vocabulary and pronunciation. Continuous assessment is used well to take pupils on to the next stage in their language development. The good links with the community college have a positive effect on pupils' learning and prepare them well for the next stage in their education.

## **MATHEMATICS**

Provision in mathematics is **unsatisfactory**.

### **Main strengths and weaknesses**

- Over a three-year period the school's performance in mathematics has been well below average.

- Pupils do not make enough progress in Years 4 to 6.
- The quality of teaching and learning in Years 4 to 6 is unsatisfactory and teachers do not have high enough expectations of what pupils should achieve.

## Commentary

52. Pupils enter Year 1 with standards above national expectations. Results for the seven pupils who took the 2004 national tests at the end of Year 2 show standards in mathematics to be above the national average for all schools and well above the average for similar schools. At the end of Year 6 standards for the five pupils who took the tests were above the national average and well above when compared with similar schools, with a high proportion of pupils reaching Level 5. However, as this is a small school, standards tend to vary with each cohort as each pupil represents a high proportion of the results. It is therefore important to measure how well pupils achieve in relation to their prior attainment and underlying abilities. Generally standards have been well below average overall in the three-year period from 2001 to 2004.
53. In lessons seen, standards are broadly average at the end of Year 2 and below average at the end of Year 6. Pupils' achievement throughout Years 1 to 2 is satisfactory. Achievement is satisfactory in Year 3, but unsatisfactory in Years 4, 5 and 6. Pupils with special educational needs achieve satisfactorily due to good support. Improvement since the last inspection is unsatisfactory.
54. Pupils are taught in three mixed-age classes and are grouped by ability within their class. The quality of teaching and learning varies from class to class, which influences the achievement of pupils. The quality of teaching and learning in Year 1 is good. It is satisfactory in Years 2 and 3 and unsatisfactory in Years 4, 5 and 6. Most teachers are secure in their knowledge and understanding of mathematics and have high expectations of their pupils. Where teaching is good, in Year 1, there is a high level of challenge, the pace of lessons is good, learning is enjoyable and all pupils achieve well. Overall, there is a satisfactory coverage of the curriculum for mathematics, although there is marked lack of using and applying mathematics in Years 4, 5 and 6. Marking is not always consistent and does not always foster improvement. Some work remains unchecked and at times does not indicate how pupils might improve. Relationships are good in Years 1 to 3, but low expectations of attitudes and behaviour in Years 4, 5 and 6 impede the rate at which these pupils learn. Overall, teaching assistants are well deployed and support pupils well.
55. The leadership and management of the subject are unsatisfactory. There is little evidence to suggest that the co-ordinator provides a satisfactory lead in mathematics. Although some training for staff has been undertaken, good intentions are not followed through as there are no plans to implement the initiatives.

## Mathematics across the curriculum

56. Good links with mathematics are made in Years 1, 2 and 3 as pupils use tally charts and graphs to record their findings in geography and use measurement effectively in science. However, evidence of good links in mathematics across the curriculum is limited in Years 4, 5 and 6.

## SCIENCE

Provision in science is **unsatisfactory**.



## **Main strengths and weaknesses**

- Teaching is unsatisfactory in Years 3 to 6.
- Pupils' presentation and recording of work is unsatisfactory.
- The leadership and management of the subject are unsatisfactory.

## **Commentary**

57. Standards in the 2004 national tests were below the national average at the end of Year 6, but average when compared with this group of pupils' attainment at the end of Year 2. As year groups are small, caution should be taken in interpreting a single year's test results. Teacher assessments at the end of Year 2 indicate that standards were very high. Inspection evidence indicates that standards are average at the end of Year 2 and below average at the end of Year 6. Pupils' achievement in Years 1 and 2 is satisfactory, but unsatisfactory in Years 3 to 6.
58. The impact of teaching over time in Years 3 to 6 is unsatisfactory and pupils' learning is unsatisfactory. There is a significant problem with pupils' behaviour in Years 5 and 6 due to the accumulated effect of poor behaviour management. Disruptive behaviour prevents pupils from learning and this leads to unsatisfactory progress over time. Insufficient care is taken to ensure that pupils' work is correctly presented and standards of writing are poor. In addition, work is not sufficiently well matched to the needs of individual pupils, with pupils of all abilities undertaking similar tasks. Marking is too general and does not regularly inform pupils what they need to do to improve their work. Occasionally, patently incorrect results are marked as correct. In the lessons seen, teaching was satisfactory and pupils made satisfactory progress in their learning.
59. The leadership and management of the subject are unsatisfactory. Unsatisfactory progress has been made in addressing the issues raised by the last inspection, especially in Years 4 to 6. Standards in the subject have declined since the last inspection, when they were judged to be broadly average. Standards are not yet high enough, although pupils in Years 1 to 3 are now beginning to make better progress. Systems for assessment, although now in place, have not been used effectively to analyse trends in pupils' performance or to ensure that weaknesses are addressed.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in ICT is **unsatisfactory**.

## **Main strengths and weaknesses**

- The teaching of the subject over time is unsatisfactory.
- Pupils' behaviour in Year 4 to 6 is unsatisfactory and disrupts lessons so that other pupils' learning is interrupted.
- Assessment information is not used effectively enough.

## **Commentary**

60. Standards by the end of Years 2 and 6 are below average and pupils' achievement is unsatisfactory throughout the school. The impact of teaching over time is unsatisfactory, as pupils are making insufficient progress in their acquisition of skills, knowledge and understanding as they move through the school. All too frequently pupils are given the same

task, even though some pupils do not have sufficient skills to tackle it. This results in frustration and a lack of progress. In the lesson seen in Years 2 and 3, teaching was satisfactory and pupils made satisfactory progress. Pupils were able to program a floor 'turtle' and understood the need for care when framing a sequence of instructions. Standards were average, but evidence from the sampling of work shows that this progress is recent.

61. In the lesson seen in Years 4 to 6, teaching was unsatisfactory and behaviour was disruptive. This led to a loss of learning for all concerned. It is evident from pupils' attitudes that this is a regular occurrence and is a major reason that pupils make insufficient progress in their learning in the subject. There is a big discrepancy in the skills of pupils who have computers at home and those who do not. The school has not taken steps to remedy this situation by ensuring that disadvantaged pupils are given additional time on computers to increase their skill levels.
62. The leadership and management of the subject are unsatisfactory. ICT was identified as a weakness during the last inspection and unsatisfactory progress has been made in raising standards and improving provision since then. Although assessment systems are in the process of being implemented, insufficient use is made of the information gathered to adjust teachers' planning or to set targets for improvement.

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

63. The use of ICT to support pupils' learning in other subjects is unsatisfactory and important opportunities to develop and consolidate pupils' ICT skills further are missed. What text processing was seen in the sample of pupils' work was of poor quality and indicated a lack of adequate ICT skills, both on the part of teachers and pupils. Some good use is made of the Internet for research in geography.

### **HUMANITIES**

Religious education is subject to a Section 23 inspection. No lessons were seen in **history** and it is not possible to make a judgement about provision. Too few lessons were seen in **geography** to enable a judgement to be made about provision.

64. In **geography**, pupils in Year 1 achieve at least as well as those in other schools as they identify photographs of features of the local environment and place them on the route to school. The teacher made good use of opportunities for pupils to use and develop their speaking and listening skills as they decided which features were nearest to the school. Good questioning skills enabled pupils to reflect upon their decisions and to rearrange the features where they felt it was necessary. In Years 2 and 3, pupils became very involved in their learning in as they learned to recognise the similarities and differences between the features of St Dominick and the Isle of Coll. Teaching methods were imaginative and well planned to match the learning needs of all pupils and as a result pupils achieved well. Higher achieving pupils made effective use of the Internet to research their work whilst teaching assistants made a significant contribution to the learning of lower achieving pupils through the development of their speaking and listening skills as they made a collage of the features of the Isle of Coll. Scrutiny of work in Years 4, 5 and 6 showed a very scant coverage of the curriculum and very little evidence of work to develop the skills, knowledge and understanding of geographical areas of study. The school does not monitor the quality of teaching and learning and the role of co-ordinator is not sufficiently developed to raise standards.

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

No lessons were seen in **art and design** and **physical education** and it is not possible to make a judgement about provision. Too few lessons were seen in **music** and **design and technology** to enable a judgement to be made about provision.

65. In the two lessons observed in **music**, the quality of teaching was good. Pupils are given effective opportunities to develop and practise a wide range of musical skills. A brisk pace and high level of interest, together with a good level of challenge, enabled pupils from Reception through to Years 1 and 2 to achieve well as they explored the ways that sounds can be made. Pupils created their own ideas for how sounds could be recorded. The achievement of pupils in Years 3 to 6 was very high both in terms of music and in terms of sustained attention and improved behaviour as a result of the very high standards expected and the high level of interest and involvement. Pupils were totally engrossed in their challenging work. A visiting specialist provides the two music lessons on one morning, every week. The expert knowledge and understanding of the teacher were evident. This specialist input is effective in raising standards in the school. Relationships were good. Pupils demonstrated very good teamwork as they layered sound. There is good curriculum enrichment, in the form of recorder club and handbells, which further develops pupils' experience, knowledge and understanding in music.
66. No lessons were seen in **design and technology** in Years 3 to 6, but from the sampling of pupils' work and discussions with them it is judged that standards are below average at the end of Year 6. At the end of Year 2, standards are broadly average overall. Pupils in Year 2 are becoming good at critically evaluating their work in progress and making adjustments where necessary. They understand the concept of a design brief and draw up reasonable drawings to accomplish their designs for animal playgrounds. The quality of teaching and learning is unsatisfactory in Years 3 to 6, but satisfactory in Years 1 and 2. Planning is generally effective and ensures that there is appropriate coverage of all aspects of the curriculum. Teachers are good at engaging pupils' interest and they in turn respond by concentrating well. Younger pupils clearly enjoy the subject and behaviour in lessons is good. All these factors have a positive effect on the progress pupils make in the lesson seen. Teaching assistants are used effectively to support less able pupils and this ensures that all pupils have equal access to the curriculum and make similar progress, irrespective of their prior attainment.

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

67. There is not enough evidence to report on this area fully and no judgement is made about provision. This area of the curriculum is taught as a discrete subject. Staff use a published scheme. This is supplemented with a course on sex education provided for girls in Years 5 and 6 by the school nurse. The named co-ordinator is new and so she has had insufficient time have a positive effect on standards. In the one lesson seen, the quality of teaching and learning was judged to be good and pupils in Years 3 to 6 achieved well. At first they did not understand the introductory poem but good use of role-play reinforced the message. The good subject knowledge of the teacher helped suggest ways of solving problems. Throughout the lesson pupils were well behaved and relationships were good. Pupils were given good strategies for predicting possible trouble and defusing it. Teaching assistants in the lesson made a significant contribution as they pre-empted bad behaviour and made learning observations on pupils' behaviour. Group discussions are used regularly in lessons to discuss different feelings and issues, such as how people might feel and respond to their negative actions or how they can make others happy or unhappy. Teachers ensure that pupils at all levels of attainment are fully involved and contribute to discussions.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### Inspection judgement

### Grade

<b>The overall effectiveness of the school</b>	<b>5</b>
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	5

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

<b>Pupils' attitudes, values and other personal qualities (ethos)</b>	<b>4</b>
Attendance	4
Attitudes	5
Behaviour, including the extent of exclusions	5
Pupils' spiritual, moral, social and cultural development	4

<b>The quality of education provided by the school</b>	<b>5</b>
The quality of teaching	5
How well pupils learn	5
The quality of assessment	5
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	5
Accommodation and resources	4
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

<b>The leadership and management of the school</b>	<b>5</b>
The governance of the school	3
The leadership of the headteacher	6
The leadership of other key staff	5
The effectiveness of management	5

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