

INSPECTION REPORT

ST PETROC'S C OF E PRIMARY SCHOOL

Bodmin

LEA area: Cornwall

Unique reference number: 112036

Headteacher: Mr S Renshaw

Lead inspector: Mr David Westall

Dates of inspection: 20th - 22nd June 2005

Inspection number: 267935

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: 412

School address: Athelstan Park
Bodmin
Cornwall
Postcode: PL31 1DS

Telephone number: (01208) 72526
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Appropriate authority: The governing body
Name of chair of Mr Andrew Davey
governors:

Dates of previous 1st - 4th March 1999
inspection:

CHARACTERISTICS OF THE SCHOOL

There are 412 pupils on roll, aged between 4 and 11 years, and they are taught in 15 classes. The percentage of pupils known to be eligible for free school meals is below the national average, as is the percentage identified as having special educational needs. Four pupils have statements of special educational need. There are few pupils from minority ethnic backgrounds but three are at an early stage of learning English. The school is situated in a locality where there is some evidence of social and economic disadvantage. However, as a Church of England school, it draws from a relatively wide area, and children's overall standards are broadly average on entry to the Reception classes.

The school has not received any specific national awards for its work.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2414	David Westall	Lead inspector	Science Art and design Design and technology
1333	Elizabeth Forster	Lay inspector	
3856	Sandy Wellsted	Team inspector	English History Personal, social and health education and citizenship Special educational needs English as an additional language
19302	Chris Perrett	Team inspector	Mathematics Geography
12870	Angela Jensen	Team inspector	Information and communication technology Music Physical education
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a sound school where pupils generally make satisfactory progress as a result of satisfactory teaching. It fosters pupils' personal development well and is a caring community where everyone matters. However, there is not enough good teaching, including in the Foundation Stage and in mathematics and science, and this restricts pupils' achievement. The recently appointed headteacher is a talented leader and manager, and is providing the school with a clear sense of direction. As a result, the school is well placed to improve further. The school provides satisfactory value for money.

The school's main strengths and weaknesses are listed below:

- The leadership and management skills of the headteacher are very good.
- Pupils achieve well in English in Years 1 to 6.
- Pupils' attitudes and behaviour are good, and the school fosters their personal development well.
- Overall, there is not enough good teaching, and one in every 12 lessons is unsatisfactorily taught.
- Pupils do not use information and communication technology (ICT) enough to support their work in other subjects.
- A good range of visits, visitors and extra-curricular opportunities enriches pupils' learning.
- The monitoring and evaluation roles of some co-ordinators are underdeveloped.
- Pupils underachieve in art and design in Years 3 to 6.
- Assessment procedures are not securely established in some subjects.
- The school is a caring community where pupils' welfare is a high priority.

Overall, the school has made satisfactory progress since its last inspection in 1999, when it also provided satisfactory value for money. Statutory requirements are now met in ICT, and pupils no longer underachieve in the subject. The new headteacher has improved key elements of the school's self-evaluation procedures and the school improvement plan is now more focused and relevant. However, the roles of some co-ordinators remain underdeveloped.

STANDARDS ACHIEVED

Pupils' achievement is satisfactory. From mainly average starting points on entry to the school, pupils make satisfactory progress to reach standards which are generally in line with national expectations in Year 6. The table below shows that the test results in Year 6 in 2004 were a notable improvement on those in the previous two years, and that pupils generally reach higher standards in English than in other subjects.

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

*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.*

Inspection findings show that children's standards are mainly in line with national expectations at the end of the Foundation Stage, reflecting pupils' satisfactory achievement. They confirm that pupils generally achieve well in English, and show that standards in writing are a little above national expectations in Year 2 and that overall standards in English are above national expectations in Year 6. In reading, standards are a little lower in Year 2, and are in line with national expectations, reflecting pupils' satisfactory achievement. In mathematics and science, pupils' achievement is satisfactory, across the school. Their standards are in line with national expectations in mathematics in Year 6 and in science in Years 2 and 6. In mathematics, in Year 2, pupils' standards are a little below national expectations but represent satisfactory achievement since these pupils demonstrated limited numeracy skills on entry to the school. Pupils' achievement is also satisfactory in ICT and in design and technology and their standards match national expectations in these subjects in Years 2 and 6. In art and design, standards are in line with national expectations in Year 2 but older pupils underachieve and standards are consequently below national expectations in Year 6. Personal, social and health education and citizenship permeates much of the school's work, and all pupils achieve well in this important aspect of their development.

Satisfactory progress is made by pupils with special educational needs and the few who are learning to speak English as an additional language. The achievement of the most capable pupils is also satisfactory overall. However, while these pupils generally do well in English, they sometimes mark time in the Foundation Stage and in mathematics and science because they are given tasks which are too easy.

Pupils' attitudes, values and behaviour are good, and the school makes good provision for their spiritual, moral, social and cultural development. The attendance rate is satisfactory.

QUALITY OF EDUCATION

The school provides a satisfactory quality of education. The quality of teaching is satisfactory and means that pupils make mainly sound progress in their learning. Although English is well taught, there is not enough good teaching overall, including in the Foundation Stage and in the key subjects of mathematics and science. In addition, one in every 12 lessons is unsatisfactorily taught. These factors restrict pupils from doing better. Assessment procedures are sound in English, mathematics, science and ICT but are not securely established in other subjects. The curriculum is satisfactory, although pupils have insufficient opportunities to use ICT in their work in other subjects. The curriculum is enriched by a good range of clubs, visits and visitors. The pupils are well cared for, and sound links are established with parents, other schools and the community.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory, and are improving rapidly due to the very good leadership and management skills of the recently appointed headteacher. He has begun to improve the rigour of self-evaluation procedures and is providing the school with the clear sense of direction which it required when he took up his post. The work of the senior management team is sound and is developing well. However, the monitoring roles of some co-ordinators are still unsatisfactory. School governance is sound and is improving. Statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Pupils enjoy school and parents have positive views about its work.

IMPROVEMENTS NEEDED

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

- Eliminate unsatisfactory teaching and increase the amount of good teaching in the Foundation Stage and in mathematics and science.
- Provide pupils with sufficient opportunities to use ICT in their work across the curriculum.
- Improve the leadership and management of the Foundation Stage and the monitoring and evaluation roles of co-ordinators for subjects other than English, mathematics, science and ICT.
- Raise pupils' standards in art and design in Years 3 to 6.
- Ensure that assessment procedures are securely established in all subjects.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievement is **satisfactory**. From mainly average starting points on entry to the school, pupils make satisfactory progress to reach standards which are generally in line with national expectations in Year 6.

MAIN STRENGTHS AND WEAKNESSES

- Pupils achieve well in English, and their standards are above national expectations in Year 6.
- Pupils also achieve well in their personal, social and health education and citizenship (PSHEC).
- Pupils underachieve in Years 3 to 6 in art and design, and their standards are consequently below national expectations in Year 6.
- Pupils' achievements are restricted by teaching which is mainly satisfactory, rather than better, in mathematics and science, and in most areas of learning in the Reception classes (the Foundation Stage).
- The most capable pupils occasionally mark time in the Foundation Stage and in mathematics and science in Years 1 to 6 because their work is too easy.

Commentary

Standards on entry to the school

1. On entry to the Reception classes, children's overall standards are usually broadly average. However, there are some variations from year to year. For example, all available evidence suggests that the Years 2 and 6 classes in the last academic year were a little more capable than is usual for the school, while the mathematical calculation skills of the current Year 2 pupils were relatively underdeveloped when they started in the Reception classes.

The school's results in national tests

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

Standards in:	School results	National results
reading	16.0 (16.2)	15.8 (15.7)
writing	15.6 (15.4)	14.6 (14.6)
mathematics	16.9 (16.2)	16.2 (16.3)

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

2. The table above shows that the results of the statutory teacher assessments in Year 2 in 2004 were in line with the national average in reading and above the national

average in writing and mathematics. When these results were compared with those reached by similar schools, they were below average in reading but above average in writing and mathematics. The results of the teacher assessments in science in Year 2 in 2004 were above the national average and the results of similar schools. The trend in the school's overall results in Year 2, from 2000 to 2004, was broadly in line with the national trend. However, the 2004 results were an improvement on those reached in 2002 and 2003.

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

Standards in:	School results	National results
English	28.5 (27.8)	26.9 (26.8)
mathematics	27.7 (26.3)	27.0 (26.8)
science	29.8 (28.5)	28.6 (28.6)

There were 51 pupils in the year group. Figures in brackets are for the previous year.

- The table above shows that the results of the national tests were well above the national average in English, in line with the national average in mathematics and above the national average in science. When these results were compared with those from schools where pupils achieved similarly when in Year 2, they were well above average in English and science, and above average in mathematics. The trend in the school's overall results from 2000 to 2004 was below the national trend, mainly due to a dip in the results in 2001 and 2002. However, the results in 2004 were a considerable improvement on those reached in the previous three years. The school met its statutory target in relation to the percentage of pupils reaching the nationally expected standard in English in 2004 but did not reach its target in mathematics.

Standards at the time of the last inspection

- When the school was last inspected, children started at the school with average attainment but they made very good progress in the Reception classes to reach standards which were mainly above national expectations at the end of the Reception period. In Year 2, pupils' standards were above national expectations in reading and writing, in line with national expectations in mathematics and well above national expectations in science. In Year 6, standards were in line with national expectations in English, mathematics and science. In both Years 2 and 6, standards were below national expectations in information and communication technology (ICT).

Inspection findings

The Foundation Stage (the Reception classes)

- Children's achievement is satisfactory in the Foundation Stage and results from mainly satisfactory teaching. Children's standards are mainly in line with national expectations at the end of the Reception period, in contrast with the situation when the school was last inspected. This decline in their standards results from a reduction in the quality of teaching in the Reception classes. Children achieve well in their personal, social and emotional development, and in their physical development. Many children will exceed

the nationally expected standards in these aspects of their learning at the end of the Reception period. In all other areas of learning, including in communication, language and literacy, and in mathematics, children's achievement is satisfactory and most will reach the expected standards at the end of the Reception period.

Years 1 to 6

6. Pupils' overall achievement is satisfactory in these year groups and results from satisfactory teaching. However, pupils generally achieve well in English. Their standards are a little above national expectations in speaking and listening and in writing in Year 2, and are above national expectations in all aspects of English in Year 6. Year 2 pupils are not doing quite as well in reading, in common with the situation shown in the statutory teacher assessments in 2004. Nevertheless, their reading standards are in line with national expectations and reflect satisfactory achievement. In mathematics, standards in Year 2 are a little below national expectations but reflect pupils' broadly satisfactory achievement since the mathematical skills of these pupils were limited on entry to the school and to Year 1. Standards are in line with national expectations in science in Year 2 and in mathematics and science in Year 6, and represent pupils' satisfactory achievement. However, in mathematics and science, pupils' achievement is restricted by the quality of teaching in these subjects, which is satisfactory, rather than better. When the current standards in the core subjects of English, mathematics and science are considered together, they show that pupils' overall attainment is a little lower than in the last academic year. The school attributes this reduction to the higher proportion of pupils with learning difficulties in the current Year 2 and Year 6 classes.
7. In ICT, standards have risen since the last inspection, due to an increase in teachers' expectations, better resources and improved planning. They are now in line with national expectations in Years 2 and 6, reflecting pupils' sound achievement. Standards are also in line with national expectations in art and design in Year 2 and in design and technology in Years 2 and 6, and demonstrate the satisfactory progress pupils have made in the school. However, pupils underachieve in art and design in Years 3 to 6, where teachers' expectations are too low. Consequently, their standards are below national expectations in Year 6. Pupils achieve well in personal, social and health education and citizenship, as a result of the school's good provision for this important aspect of their development. Insufficient evidence was collected to make secure overall judgements about pupils' standards in other subjects.

The achievement of different groups

8. The achievement of pupils with special educational needs, of the most capable pupils and of the few pupils who are at an early stage of learning English as an additional language is satisfactory, overall. These pupils generally do well in English, reflecting the mainly good teaching for all pupils in the subject. In other subjects, including in mathematics, science and ICT, these pupils make satisfactory progress, overall, reflecting the quality of teaching they receive. The small number of pupils from minority ethnic backgrounds achieve as well as their peers. No significant differences between the achievement of boys and girls were evident during the inspection.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, values, behaviour and other personal qualities are **good**. Provision made for pupils' spiritual, moral, social and cultural development is **good**. The attendance rate is broadly in line with the national average.

MAIN STRENGTHS AND WEAKNESSES

- Relationships and behaviour are good.
- Pupils have positive attitudes to learning and are happy at school.
- Good provision is made for pupils' spiritual, moral, social and cultural development.
- Pupils' understanding of the multi-ethnic nature of British society is underdeveloped.

COMMENTARY

Attitudes and behaviour

9. Pupils enjoy school. They find the teachers helpful, and are aware that they are being helped to learn. Pupils behave in a confident, friendly, caring and well-mannered way. They form good relationships with their peers and with all the adults who work with them, and they extend all the normal courtesies to visitors. In lessons, they apply themselves well when required and encouraged to do so, and the best teaching seen inspires in them an impressive desire to learn and to improve. Across the school, pupils work together constructively on shared tasks and value the ideas of their peers. Pupils with special educational needs respond well to new challenges, while the few pupils learning English as an additional language also adopt very positive attitudes and take pride in their progress.
10. Almost all the pupils have a good understanding of what is right and what is wrong and behave well at all times. The school sets high expectations for their behaviour, and, with very rare exceptions, pupils meet those expectations. Overall, pupils whose special needs are associated with behavioural difficulties make mainly good progress towards their targets for behaviour. Parents and pupils alike are aware that, from time to time, there are incidents involving the harassment of some pupils by others, but say that staff are quick to deal with such misdemeanours. There were ten fixed-term exclusions during the last educational year, involving three boys. One of these boys was permanently excluded in Autumn 2004. There have been no further exclusions in the current educational year.
11. When they are given responsibility for routine classroom duties or for tasks that benefit the whole school, the pupils respond well. For example, some pupils in Years 5 and 6 take pride in working together with staff to produce the school newspaper, while pupils of all ages who have been elected to serve on the school council take their responsibilities seriously and recognise that other pupils trust them to work on their behalf.

Attendance

12. Levels of attendance and unauthorised absence are satisfactory. The family liaison worker, who has recently been employed to follow up absence issues, is beginning to have a positive impact and attendance is improving. Parents are reminded about the negative effect on pupils' progress when they are taken on holiday in term time. Punctuality is generally good and lessons start promptly. Registration procedures meet statutory requirements.

Attendance in the latest complete reporting year (%)

Authorised absence	Unauthorised absence
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School data	5.2
National data	5.1

School data	0.3
National data	0.4

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

Spiritual, moral, social and cultural development

13. Good provision is made for pupils' spiritual, moral, social and cultural development. When the school was last inspected, provision was also good for pupils' moral, social and cultural development but was satisfactory for their spiritual development.
14. The good relationships that exist at all levels, and the school's caring, Christian ethos underpin provision for pupils' spiritual, moral and social development. Through personal, social and health education and citizenship (PSHEC), through religious education and through assemblies, pupils are encouraged to know themselves, to respect themselves and others, and to recognise their own strengths and weaknesses. Pupils' individual talents and team efforts are recognised warmly and openly in achievement assemblies, and their out-of-school successes acknowledged and shared with others through the prominent display of newspaper cuttings that record particular events. Examples of pupils' positive attitudes and behaviour are given equal prominence alongside the celebration of sporting, academic and musical successes.
15. The school has strong links with the local church and with the clergy. Visits by pupils to the church, and by clergy to the school, enhance pupils' understanding of Christianity, in particular, and of religious faith in general. Prayer is a regular feature of the school day, and there are many examples of sensitive, reflective writing by pupils of all ages. Some of these recognise the best of human aspirations and achievements, while others reflect on the natural beauty and the wonders of the world.
16. Strong behaviour policies, which are reinforced through assemblies and through the school's programme for PSHEC, all make clear the school's high expectations of pupils in regard to behaviour. In literacy, many of the chosen texts promote strong moral and social themes which teachers discuss with their pupils. In geography and science, work on pollution and recycling remind the pupils of their moral duty to care for their environment and for the wider world, while involvement in fund-raising for charities reinforces their understanding of the need to care for those less fortunate than themselves.
17. Many opportunities are created for pupils to play and work together. During lessons, they are routinely asked to work in groups or with a partner to achieve common goals. Whole school activities such as the celebration of Nativity and Harvest, drama productions and assemblies create a sense of corporate identity which is often powerfully reinforced by the act of singing together. Day visits and residential visits generate good opportunities for pupils to interact socially within their class and peer groups. The annual residential visit for pupils in Year 6 to Porthpean Outdoor Activity Centre presents these pupils with valuable opportunities to develop an understanding of teamwork and to acquire leadership skills, as well as to gain independence and achieve personal goals. Younger children learn to socialise when they share fruit together at snack time each day, and they also benefit from the chances they are given to interact with older pupils, for example, through playground games and reading partnerships.
18. Good provision is made for the pupils' cultural development. A wide variety of clubs, extra-curricular activities, visits and visitors cater for pupils' interests and talents and

broaden their horizons. Good provision is made for drama through productions, theatre visits and workshops, and pupils are also introduced to a wide variety of music from many different cultures. The pupils' Cornish heritage is brought to life through country dancing, the retelling of local legends and the re-enactment of historical events such as Bodmin Heritage Day, a community event held each year to commemorate the Prayer Book Rebellion of 1497. Long established British cultural traditions and festivals, including saints' days, are celebrated regularly. However, pupils' understanding of the multi-ethnic nature of contemporary British society is relatively underdeveloped – and this is an aspect of its work that the school is currently seeking to enhance through links with a school in the city of Leicester.

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – any other mixed background
Asian or Asian British – any other Asian background
Black or Black British – African
No ethnic group recorded

Exclusions in the last school year

Number of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
406	10	0
8	0	0
1	0	0
2	0	0
1	0	0
44	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 **satisfactory** quality of education for its pupils. The teaching is satisfactory, overall, and means that pupils make mainly sound progress in their learning. The curriculum provides a satisfactory range of worthwhile learning opportunities, and is considerably enriched by visits, visitors and after-school clubs. The pupils are well cared for, and sound links are established with parents, other schools and the community.

TEACHING AND LEARNING

Overall, the quality of teaching is **satisfactory** and pupils make mainly satisfactory progress in their learning, as a result. Assessment procedures are sound in the core subjects of English, mathematics and science, and in ICT, but are not securely established in other subjects.

Main strengths and weaknesses

- The quality of teaching is good in English and means that pupils make good progress in the subject.
- In Year 6, the teaching is good or better in English, mathematics and science.
- Overall, there is not enough good teaching, including in the core subjects of mathematics and science and in the Foundation Stage, and one in every 12 lessons is taught unsatisfactorily.
- Assessment procedures are not securely established in some subjects.
- The teaching is not enabling pupils to make enough progress in art and design in Years 3 to 6.

- The most capable pupils are sometimes given work which is too easy in the Foundation Stage and in mathematics and science in Years 1 to 6.

Commentary

Summary of teaching observed during the inspection in 60 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (2%)	4 (7%)	24 (40%)	26 (43%)	5 (8%)	0 (0%)	0 (0%)

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

19. The table above shows that the quality of teaching seen during the inspection was satisfactory, with just under half of all lessons demonstrating good or better teaching, and one in every 12 lessons being unsatisfactorily taught. The teaching is generally good in English in Years 1 to 6, and the teaching is most effective overall in the school in Year 6, where pupils benefit from good or better teaching in English, mathematics and science. Overall, the teaching is enabling pupils to make satisfactory progress in their learning, as it did in the last inspection – when slightly more good lessons and less unsatisfactory lessons were seen. However, pupils are restricted from making better progress because there is not enough good teaching in the school, including in the Foundation Stage and in the key subjects of mathematics and science in Years 1 to 6. In addition, unsatisfactory lessons were seen in the Foundation Stage and in Years 1 and 4 when pupils made insufficient progress.
20. In the Reception classes, the quality of teaching has declined since the last inspection, when it was very good. Currently, the teaching is broadly satisfactory. There are strengths in the promotion of children’s personal and physical development but areas for improvement in the teaching of mathematical skills and in the level of challenge for the most capable children in literacy and mathematics.
21. In Years 1 to 6, effective teaching enables pupils to make good overall progress in English. Indeed, both very good and excellent English lessons were observed in Year 6 during the inspection, when the pupils did exceptionally well. In mathematics and science, the teaching is mainly satisfactory and means that pupils make broadly satisfactory progress in their learning. However, an analysis of pupils’ completed work shows that they sometimes make slow progress in Year 4 in these subjects. This weakness was broadly reflected in the lessons which were seen in Year 4, which demonstrated barely satisfactory teaching in mathematics and included unsatisfactory teaching in science. In ICT, teachers’ expectations and confidence have increased since the last inspection, and the teaching is now satisfactory. As a result, pupils are currently making sound progress in the subject, in contrast with their unsatisfactory progress in 1999.
22. Insufficient lessons were observed to judge the overall quality of teaching in other subjects. However, a careful analysis of pupils’ completed work shows that the teaching is enabling pupils to make satisfactory progress in Years 1 and 2 in art and design, and in Years 1 to 6 in design and technology. In art and design, pupils’ completed work also clearly shows that the teaching is not enabling pupils to do as well as they should in the subject in Years 3 to 6. Evidence strongly suggests that teachers’ expectations of pupils’ potential achievement in these year groups are too low, and that teachers would benefit from in-service training to increase their knowledge in art and design.
23. The quality of teaching for pupils with special educational needs is satisfactory, overall, and in all the lessons seen, teachers ensured that pupils with special needs were fully included in all activities. In common with the situation for their peers, these pupils experience a range in the quality of their teaching – from excellent to unsatisfactory. However, their progress in English is good, overall, as a result of the good teaching

which is commonplace in the subject. Well trained teaching assistants give pupils with special educational needs good quality support in mainstream lessons and also, in some cases, in one-to-one situations and small group work. The most capable pupils also made satisfactory progress, overall, as a result of sound teaching. However, these pupils are sometimes given tasks which are too easy in the Foundation Stage and in mathematics and science in Years 1 to 6. Sound support is provided for the few pupils who are learning English as an additional language.

24. Across the school, teaching is characterised by good relationships between teachers and pupils. Pupils like and respect their teachers and it is clear that these feelings are reciprocated. Teachers' planning is sound, and they ensure that pupils understand what they are expected to learn. Teachers manage pupils' behaviour well, and generally motivate pupils effectively. They ensure that teaching assistants are well briefed and these key staff make valuable contributions to pupils' learning, as a result. In the most effective lessons, very good use is made of time and teachers know just when to intervene with well-judged questions or comments to ensure that pupils are both supported and challenged. This is particularly evident in Year 6. Unsatisfactory teaching is sometimes demonstrated when tasks are inappropriately matched to pupils' learning needs, when teachers fail to provide pupils with enough focused support, and when pupils' misconceptions are not identified and addressed. In addition, some common weaknesses are evident in lessons which are broadly satisfactory, and these also restrict pupils' progress. These include times when there is too much teacher talk and too little pupil activity; when the most capable pupils are not sufficiently challenged; when teachers' questions are too generalised and do not probe pupils' understanding; and when the pace of lessons becomes rather slow.

Assessing pupils' progress

25. Overall, the assessment of pupils' progress is satisfactory but has weaknesses. Assessment procedures are sound in the key subjects of English, mathematics, science and ICT, with the system for tracking pupils' progress in writing being a particular strength. In other subjects, whilst there are sensible plans for the development of coherent whole-school assessment procedures, these are yet to fully implemented. As a consequence, assessment procedures are not securely established in these subjects.
26. Within lessons, the quality of teachers' assessment is sound. At the end of some lessons, teachers encourage pupils to review their achievement against the learning intentions which were explained to them at the outset of sessions, and this helps pupils to be aware of their progress. However, whilst the explanation of learning intentions at the beginning of lessons is common practice, across the school, the reviews are less frequent. Teachers' marking is satisfactory overall but is variable. In the best practice, which is usually in Years 3 and 6, pupils benefit from good feedback through marking which identifies both strengths and areas for improvement. Weaker practice is evident when pupils' errors are not picked up and when mediocre achievement is inappropriately praised.

The curriculum

Curricular provision is **satisfactory**, and a **good** range of additional activities enhances pupils' learning. Staffing, accommodation and learning resources are satisfactory.

Main strengths and weaknesses

- There are many extra-curricular activities, visits and events which enrich pupils' learning.
- Good provision is made for pupils' personal development.
- Pupils have insufficient opportunities to use ICT to support their work in other subjects.
- Art and design receives limited attention in Years 3 to 6.
- There are weaknesses in the accommodation, and inadequate resources in a few subjects.

Commentary

27. The curriculum is sufficiently broad, including in the Foundation Stage, and statutory requirements are fully met. Ample time is allocated for the key subjects of English and mathematics, and the balance of the curriculum is generally sound. However, statutory requirements are barely met in art and design because the subject receives limited attention in Years 3 to 6. At the time of the last inspection, provision for ICT did not meet requirements. The quality and breadth of pupils' learning opportunities in the subject have improved, and now statutory requirements are fully met. However, there are insufficient opportunities for pupils to use and develop their ICT skills in work across the curriculum. Provision for pupils' personal, social and health education, including sex education and drugs awareness, is good, reflecting the school's strong concern for this important aspect of their development.
28. Curriculum planning is sound, and teachers plan in their year groups to ensure that there is parity across parallel classes. All pupils have equal access to the curriculum, including those with special educational needs. Care is taken to ensure that when pupils with special educational needs undertake work with support staff out of their classes, that this is linked not only to pupils' needs but also to work currently being covered in the main class lessons. Outside specialists contribute to programmes of work and provide different kinds of therapy for a few pupils whose special educational needs are linked to physical and medical conditions. A 'Stress Busters' club run by the special educational needs co-ordinator has been helpful to those pupils with social, emotional and behavioural needs.
29. The curriculum is enriched by many additional learning opportunities. Pupils benefit from regular educational visits, and from learning from visitors to the school. There are many lunchtime and after-school activities available for pupils throughout the school. All pupils have equal access to these enrichment activities, reflecting the good inclusive ethos. Pupils are given the opportunity to swim from Year 2 to Year 5, by which time pupils can swim competently for their age.
30. Accommodation is satisfactory overall. However, there are some weaknesses. Some classrooms for the older pupils are cramped, and there are sensible plans to alleviate this problem. The ICT suite for the older pupils is situated in an area which is also used as a corridor, and this sometimes disrupts their learning. The staff have worked hard to establish basic libraries, but the allocated spaces are not ideal to enable pupils to develop independent study skills. The outside area is attractive, and the field and hard-

surfaced areas provide plenty of space for pupils to play and enjoy a range of physical activities. However, there are many steps to negotiate as the school is on a sloping site. The level of staffing is sound, and teachers' knowledge of the subjects they teach is generally secure. There are particular strengths in teachers' knowledge in English but scope to enhance teachers' expectations in art and design.

31. Resources for learning are satisfactory, overall, and have improved since the last inspection when they were unsatisfactory. However, they are inadequate in art and design and music. The libraries are under resourced, and there is a need for more fiction and non-fiction books.

Care, guidance and support

Arrangements for pupils' care, welfare, health and safety are **good**. Pupils receive satisfactory support and guidance. The school involves pupils well through seeking and valuing their views.

Main strengths and weaknesses

- The school provides good pastoral care.
- Pupils' personal development, including healthy living, is strongly promoted.
- Child protection arrangements are good.
- Pupils' views are sought and valued.

COMMENTARY

32. St Petroc's gives high priority to the pastoral care that it provides for all pupils and this emphasis is evident throughout the school. Pupils are encouraged to establish good relationships with each other and learn to think about the needs of others. The headteacher and staff make every effort to get to know the pupils and their families so that their circumstances and needs are quickly identified. Particular care is taken to ensure that medical, emotional or physical needs are met so that pupils can play their full part in all aspects of school life. Because pupils feel valued, they are generally trusting of adults and understand that they have their best interests at heart. This gives pupils the confidence to share concerns or worries. Pupils welcome the opportunities afforded by the well-established school council to express their views about how the school could be improved, and value the school's willingness to implement their realistic ideas, such as providing more playground equipment. Their views are also sought about other changes and issues, for example, about setting up a 'house point' system and naming the 'houses'. All of the above helps to create a calm, friendly and harmonious environment where pupils feel they have their part to play in sustaining a caring community.
33. The support and guidance pupils receive are satisfactory overall, but are good in relation to their personal development. Considerable care is taken to promote and monitor pupils' personal development and this provides a strong foundation for the well-judged advice and guidance they receive as they progress through the school. The detailed comments about assessment of personal development in pupils' annual reports is a clear demonstration of teachers' good awareness of this important aspect

of their development. In relation to their academic progress, pupils receive satisfactory support and guidance, and most are aware of their targets for improvement.

34. Procedures for the induction of new children are sound. Many children attend the on-site nursery and the transition to the Reception classes is eased by their familiarity with the school. Sound links are established with other pre-school settings to ensure that children from these have opportunities to visit the Reception classrooms before starting at the school.
35. All adults have a good awareness of child protection issues, and appropriate procedures are used for reporting and recording concerns. There are positive links with other agencies involved in child protection cases. The school strongly promotes exercise, fitness and healthy eating. As well as ensuring that pupils learn the importance of these as part of the curriculum, they are provided with a variety of sport and exercise opportunities during and after the school day. Sound arrangements are in place to ensure regular health and safety inspections of the buildings and extensive grounds. The buildings and grounds are tidy and well maintained and pupils are well informed about the importance of safe practices both in school, on roads and at home.

Partnership with parents, other schools and the community

The school's links with parents, other schools and the community are **satisfactory**.

MAIN STRENGTHS AND WEAKNESSES

- Parents find all staff easy to talk to and approachable.
- Strong links with the church benefit pupils' personal development.

COMMENTARY

36. Parents have positive views about the school, as shown in the school's survey of parental views earlier this year, and are particularly complimentary about its caring family atmosphere. Any concerns expressed by parents are always taken seriously and followed up before they become more difficult to resolve. The headteacher is skilful in ensuring that parents understand that children's interests take priority when issues are raised. When the school was last inspected, its communication with parents was a weakness, but this is no longer the case. Parents receive regular newsletters and the informative prospectus and annual governors' report clearly identify the school's aims and priorities for development. Parents have a sound range of formal and informal opportunities to discuss their children's progress through the year. Annual reports give sound indications of achievements during the year and targets for improvement. Parents receive summaries of what is to be taught each term and workshops have been held to help parents understand how numeracy is promoted in the school. The headteacher believes that there is further scope to involve parents in their children's learning and has sensible plans to encourage them to visit more frequently to see the school in action.
37. Parents enjoy seeing their children in class assemblies and some also attend the whole school worship services. Some parents are happy to share their expertise, for example, by helping pupils to develop their cooking skills. However, while parents are

generally supportive of the school, relatively few help in classrooms, except in the Foundation Stage.

38. The parents and carers of pupils with special educational needs are kept well informed about their child's progress through personal contact with the special educational needs co-ordinator (SENCO) and the class teachers. The parents are very supportive of the school in its endeavours to help their children and, with rare exceptions, maintain close contact with the school. The SENCO has recently set up a professional support group for all special needs co-ordinators in the local cluster group of schools, an arrangement which is intended to enhance the sharing of expertise and contribute to the professional development of all staff involved in special needs work.
39. The school is beginning to extend its links with other schools and this is benefiting pupils, governors and staff. Pupils participate in sporting events and local festivals with others and benefit from some specialist teaching support from the local community college. Involvement in the Bodmin cluster of schools contributes to the professional development of staff and knowledge of governors, through common training sessions. Sound links exist with the community college which include well planned transfer arrangements, particularly for those with special educational needs or those who might find moving up to a larger environment more difficult. The nursery on site has sound links with the Foundation Stage in the school.
40. Sound use is made of the local area as a learning resource; Bodmin provides plenty of opportunities for mathematical, historical and geographical research and pupils also learn about their local culture through festivals. There are strong links with the church. Clergy take a weekly assembly and two church services are held for the whole school community each year. The clergy support some aspects of personal, social and social education and, during the inspection, the curate led a particularly thought-provoking assembly on poverty. Pupils have visited the local recycling centre and this has inspired them to play their part in minimising waste. Pupils are encouraged to think about the needs of the wider community and are keen to initiate charity fundraising events.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **satisfactory**. They are improving due to the very good leadership and management skills of the recently appointed headteacher. The work of the senior management team is sound and is developing well. However, the monitoring and evaluation roles of some co-ordinators are unsatisfactory. School governance is sound and is improving.

Main strengths and weaknesses

- The headteacher is providing a clear sense of direction for the school.
- The co-ordinators are fulfilling their roles well in English and PSHEC, and in relation to the management of provision for pupils with special educational needs.
- The monitoring and evaluation roles of some co-ordinators are underdeveloped.

COMMENTARY

41. When the headteacher took up his post, in January 2005, the school's self-evaluation procedures had lacked sufficient rigour over an extended period, and there was no school

improvement plan. The last inspection found that the school's long-term goals were unclear, that the monitoring and evaluation work undertaken by the headteacher in 1999 was not sufficiently focused to have a beneficial impact on teaching and learning, and that the roles of subject co-ordinators were undeveloped. In addition, the school improvement plan was too generalised in 1999 and did not provide a sharp enough focus on raising pupils' standards. All available evidence indicates that important weaknesses in the leadership and management of the school still existed when the current headteacher was appointed.

42. The headteacher has made a very good start, and has already had a beneficial impact on the quality of leadership and management of the school. As a consequence, leadership and management are now sound, overall, and are improving rapidly. The headteacher has analysed the school's results in statutory and non-statutory tests carefully, checked teachers' planning, scrutinised examples of pupils' work and observed lessons across the school – in order to judge pupils' achievements and the quality of teaching and learning. He provides teachers with clear and pertinent feedback which identifies strengths as well as areas for improvement and has a beneficial impact on the quality of their work. For example, important improvements have been made to aspects of teachers' planning so that all lessons now have clear learning objectives which are explained to the pupils at the beginning of lessons. However, the headteacher appropriately recognises that there is still much to do, including to eliminate unsatisfactory teaching, to raise the quality of satisfactory lessons, and to develop the roles of some co-ordinators.
43. The headteacher has led key meetings for staff and governors when the school's aims and priorities for improvement have been debated and agreed, and a shared sense of optimism and direction has been established. The recently created development plan is well focused, addresses pertinent areas for improvement through detailed action plans which are linked to clear success criteria, and includes a sensible overview of priorities for the next five years.
44. The headteacher promotes teamwork strongly and is developing the role of the senior management team. He involves senior staff in key discussions about strategic planning and ensures that they are able to make valuable contributions to the school's monitoring and evaluation procedures. As a result, the work of the senior management team is sound and is continuing to develop. In addition, the headteacher has also motivated and involved other staff by including them in a team to investigate and trial new initiatives – for example, to develop pupils' thinking skills and to involve pupils more strongly in the evaluation of their own learning. The headteacher is firmly committed to running a school where everyone matters, and communicates this strongly to staff and children.
45. The leadership and management of special needs provision by the headteacher, the special needs governor and the special educational needs co-ordinator (SENCO) are good. The support and direction given to special needs work by the new headteacher have acted as a catalyst for the SENCO, whose vision for change and for development is now being translated more effectively into practice. Her day-to-day management of special needs work is effective and she gives generously of her own time, over and above her designated hours. She monitors the planning and teaching of special needs pupils closely, and she samples their work regularly to check their progress. She has established regular meetings and good communication between all those involved in special needs work in the school, and also with governors, parents and with professional agencies and specialists outside school.

46. The co-ordinators for English and for personal, social and health education and citizenship are also fulfilling their roles well. In mathematics, the headteacher has sensibly appointed a new co-ordinator, having identified a lack of rigour in the previous monitoring and evaluation of the subject. The new co-ordinator has made a good start and has benefited from valuable advice and support from the headteacher and local education authority staff. As a result, there are already signs of improvement in the leadership and management of the subject. However, in a range of subjects, including in art and design, design and technology, geography, history, physical education and music, leadership and management are unsatisfactory. Although the co-ordinators for these subjects are enthusiastic and readily provide advice for their colleagues when it is requested, their monitoring and evaluation procedures are not sufficiently established. As a result, they are in relatively weak positions to identify and accurately target areas for improvement in their action plans for these subjects. The co-ordination of the Foundation Stage is also underdeveloped because systematic and rigorous monitoring procedures are not established to evaluate the quality of teaching and learning and to sufficiently inform plans for improvement.
47. The school's policy for performance management is being implemented soundly. The headteacher has strengthened the links between teachers' targets and improvements in pupils' standards, and all staff have sufficient opportunities to benefit from in-service training. Provision for the induction of staff, including for newly qualified teachers, is satisfactory.
48. Financial planning is sound. The school improvement plan is properly costed, the annual budget is debated carefully at governors' meetings, and the principles of best value are soundly applied when financial decisions are made. Overall, the school makes sound use of its resources and provides satisfactory value for money.

Financial information for the year April 2004 to March 2005

Income and expenditure (£)	
Total income	961,584
Total expenditure	989,189
Expenditure per pupil	2,412

Balances (£)	
Balance from previous year	58,353
Balance carried forward to the next year	30,748

Governance

49. The governance of the school is satisfactory, and is improving. The governors are strongly committed to the school, their attendance at meetings is good and they ensure that statutory requirements are met. A range of appropriate committees is established, and all provide sound support for the leadership and management of the school. The chair of governors keeps in regular contact with the headteacher, and the governor with specific responsibility for special educational needs meets the SENCO regularly and is well informed about provision. When the school was last inspected, the governors' role in school decision-making and strategic planning was relatively underdeveloped, and this was still largely the case when the recently appointed headteacher took up his post. However, the governors have quickly established a very constructive working relationship with the headteacher, and he welcomes their strong determination to play a more significant role in shaping and monitoring the school's work. The governors have already had extended debates with the headteacher and staff to agree the school's aims and to identify key areas for improvement which are

now embedded in the new five-year strategic plan. In addition, the governors have increased the rigour of their debate about the results of statutory testing, and now have a clear understanding of how the school's results compare with those from similar schools, as well as with national averages. The governors are very positive about their developing role, and all factors augur well for further improvements.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

50. **Overall provision for children in the Foundation Stage is satisfactory.** Children start school in two intakes, one at the beginning of the school year and one in January. In general, children enter the two classes with attainment which is broadly average. The very good level of provision at the time of the last inspection has not been maintained. This is because teaching is now satisfactory overall, whilst it was very good when the school was last inspected. In contrast to the situation in 1999, some unsatisfactory lessons were observed. In these, tasks did not match children's needs well enough, including for the most capable pupils, and a lack of focused teacher interventions meant that many children underachieved. Children also demonstrated average standards on entry to the Reception when the school was last inspected. However, very effective teaching meant they made very good progress and exceeded national expectations in most areas of learning at the end of the Reception period. Currently, mainly satisfactory teaching means that pupils' overall achievement is sound in the Foundation Stage. Whilst pupils are doing well in their personal and physical development, their standards in most areas of learning, including in communication language and literacy, and mathematics, will be in line with national expectations at the end of the Reception year.
51. The curriculum provided for Reception children is satisfactory, and includes a good range of practical activities to foster children's learning. Although the Foundation Stage co-ordinator is conscientious and has worked hard to develop the curriculum, to liaise with parents and to ensure the smooth day-to-day operation of the Reception classes, procedures for monitoring and evaluating the quality of teaching and learning are underdeveloped. Assessment procedures are in place but there is a need for them to be co-ordinated and simplified so that teachers can track the pace of progress of different groups of children more readily and evaluate whether their progress is at an appropriate pace.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve well, feel secure and develop confidence because they are given opportunities to use their initiative and are well supported and encouraged by adults in the school.
- The school fosters good relationships that enable the very youngest children to settle quickly and happily into school.

Commentary

52. Children enjoy school and form good relationships with their peers and adults. Teaching and learning are good and children achieve well. Teachers and assistants help children learn how to behave and support children in their endeavours to negotiate with their peers when necessary. Children's developing linguistic skills and

the opportunities provided, enable them to spontaneously question visitors and involve them in their imaginary situations. Teachers involve children in the routines and organisation of the day, which results in them accepting changes and learning to wait their turn. They are gradually given more responsibility. For example, on a regular basis, by keeping a class tally, they record a running total of the number of children who require a school lunch and those who have brought sandwiches. In addition, they take part in tasks where they choose to work with other children in a variety of situations. These activities develop their maturity and foster good relationships. They learn to concentrate on tasks that interest them, negotiate with their peers, and initiate their own activities. The positive relationships between the adults who work with the children provide them with good models which benefit their social development.

53. All children receive good support from adults, and good planning ensures that the children from both classes are given the opportunity to work together. Children are very well behaved around the school and know where they can get help if they need it. Through working with a variety of adults, and through opportunities to talk to visitors such as a parent and her baby, a paramedic, a chef and a fireman, children are helped to develop confidence and to see themselves as part of the community. Overall, children are making good progress and many will exceed the goals expected at the end of their Reception year in this area of learning.

COMMUNICATION, LANGUAGE AND LITERACY

Provision for communication, language and literacy is **satisfactory**.

MAIN STRENGTHS AND WEAKNESSES

- Children have a good range of opportunities to develop their speaking and listening skills.
- Opportunities are sometimes missed to accelerate the writing skills of the most capable pupils.

COMMENTARY

54. Communication, language and literacy skills are satisfactorily taught. As a result, children's achievement is sound in this key area of their development and most will reach the expected standards at the end of the Reception period. Children in both Reception classes are given a good range of opportunities to talk and play together on a regular basis, which makes a significant contribution to the development of their speaking and listening skills – in addition to contributing to their emotional and social development. For example, children playing in the class Travel shop use their negotiating skills when deciding their destination for the magic carpet ride. Opportunities to tell a story or to recall the previous day's events to the class, develop their confidence to speak to an audience. Children enjoy being read stories and have a positive attitude to reading. Key skills are soundly taught and children are making satisfactory progress in developing their early reading skills.
55. Children are given the opportunity to write for different purposes: in a surgery, they keep patients' records and prepare prescriptions; they list items for sale in a shop and make tickets to sell for a concert. As a result of the variety of opportunities provided for children to present work, children are interested in writing and make good attempts to spell independently, forming letters which are correctly orientated. However, they sometimes struggle with tasks because of a lack of appropriate support when writing. With appropriate help and encouragement, most children use writing as a means of recording and read a range of familiar and common words. The most capable and the oldest children can write short sentences but are not yet writing a

number of sentences in sequence because opportunities are missed to accelerate their writing skills.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- A good range of practical activities sparks children's interest and makes their learning relevant.
- There are weaknesses in the teaching in some lessons.

Commentary

56. Teaching and learning are satisfactory. A good range of practical activities provides children with many opportunities to develop their mathematical skills, and incidental opportunities are used well to reinforce learning. For example, when taking the dinner register, children are required to work out how many children are going to require a school dinner and how many have brought their own packed lunch by counting in fives and adding on, using a tallying system. Brisk starts to lessons which help children to focus quickly on the tasks they need to do and the imaginative use of resources, encourage children to take part in lessons. Weaker elements in the teaching indicate the lack of challenge which is sometimes provided for the most capable children, and the need for teachers to intervene with more focused support for children as they undertake their mathematical tasks. These factors restrict children's progress. Assessments indicate levels of achievement in the early learning goals but the pace of progress of different groups of children are not measured and evaluated. A simple system for measuring the impact of teaching and learning on children's progress is not in place. Overall, however, children's achievement is satisfactory, and most will meet the expected standards in mathematics at the end of the Reception period.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision for knowledge and understanding of the world is **satisfactory**.

Main strengths and weaknesses

- Children are encouraged to use their senses through a variety of cross-curricular activities.
- Children have limited use of the computer.

Commentary

57. Children are aware that they experience the world through their senses, and have studied seeds and watched them grow. A visit from a mother with her baby helped them to understand the needs of a baby compared with their own, while a study of the skeleton produced a sense of wonder. During the inspection, children made Cornish pasties as part of their study of their own culture. Children make sound progress when using their senses to study objects and living things in the environment, and are developing their awareness of the passage of time and a sense of place. When using a

computer, children are beginning to use the appropriate vocabulary such as mouse, keyboard, printer and, under the direction of the teacher, they are able to key in letters to form words, enlarge them and print a copy to read. However, children have limited use of the computer. There are plans for children to practise their skills later this term in the school's new computer area. Overall, teaching and learning are satisfactory in this area of children's learning. As a result, children's achievement is sound and most will reach the nationally expected standard at the end of their Reception period.

PHYSICAL DEVELOPMENT

Provision for physical development is **good**.

Main strengths and weaknesses

- A good range of physical development opportunities is provided, and the teaching is effective.
- Resources for the outside activities are good.
- Opportunities for children to take part in outside activities during class sessions are limited because of the difficulty of safe access to the playground.

Commentary

58. The children have good opportunities for physical development, during playtime, in physical education in the hall, during outdoor activities, and during lessons. Teaching and learning are good. Children achieve well in this aspect of their development, and many will exceed their expected standard at the end of their Reception period. Resources for the outside activities are much improved since the last inspection and are now good. However, opportunities for children to take part in outside activities as part of the class sessions are limited because of the difficulty of safe access to the playground. Nevertheless, whole class opportunities, such as a camping session seen during the inspection, provide good opportunities for physical development. Such experiences make lessons enjoyable, interesting and relevant.
59. Physical activities are well integrated into other areas of the curriculum, for example, through children writing, drawing, making models, cutting and building with Lego bricks. During a lesson using a colourful parachute, they demonstrated good skills. For example, they were able to jump, run, hop, sway, hold up their left and then right hand and change direction as required. They are beginning to recognise the importance of keeping healthy and they particularly recognise the dangers of too much sun and how they can keep themselves cool. They hold pencils correctly and show increasing control over clothing and fastenings. Children thoroughly enjoy being active and readily attempt new movements on large apparatus.

CREATIVE DEVELOPMENT

The provision for creative development is **satisfactory**.

Main strengths and weaknesses

- Children have good opportunities for role-play.
- Limited opportunities are provided for children to experiment with different art media.

Commentary

60. Children's overall achievement in creative development is satisfactory. The teaching is satisfactory, and teachers provide regular opportunities for children to explore with a range of materials as children make structures of their individual choice, using simple tools to cut and paste. Through the provision of stimulating resources, children use their imagination effectively in their role-play in the Travel shop as they 'fly off' to distant lands on a magic carpet. They also respond positively to the ideas of their peers when they want to travel to particular destinations.
61. During an outdoor camping activity seen during the inspection, teachers interacted with children well, and asked them well-judged questions to support the creative development of their language as they experienced the space underneath the colourful canopy. During the inspection, the learning assistant supported children's play effectively, for example, when children pretended to go to sleep while on the simulated camping holiday and when children played in the Travel shop. Children are building up a good repertoire of songs and they enjoy singing tunefully, often clapping in time to the music. Opportunities to experiment with different media and develop skills in art are more limited. However, most children are on course to meet the expected goals by the end of the Reception year.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

The quality of provision in English is **good**.

Main strengths and weaknesses

- Pupils achieve well, and standards are above national expectations in Year 6.
- Most of the teaching is good, and it is particularly effective in Year 6.
- Good provision is made for pupils with special educational needs.
- The leadership and management of English are good.
- The school does not do enough to promote pupils' personal reading in Year 2.
- ICT is not yet used enough to support teaching and learning in English.

COMMENTARY

62. In Year 2, standards are a little above national expectations in speaking and listening and in writing, but are broadly average in reading. The results of the national tests for pupils aged seven in 2004 reflected a similar pattern of attainment. They were in line with the national average and with the results of similar schools in reading but above the national average and the results of similar schools in writing. In Year 6, standards

are above national expectations in all aspects of English. In the national tests for pupils aged 11 in 2004, the school's results were well above the national average, and also well above the results of schools where pupils had achieved similarly when in Year 2. The school attributes the slight reduction in standards from those reached in the last academic year to the higher proportion of pupils with learning difficulties in the current Year 2 and Year 6 classes.

63. Overall, the standards reached in Years 2 and 6 represent good achievement, although there remains scope to raise standards in reading in Year 2. Pupils with special educational needs and the few pupils for whom English is an additional language are well supported and make good progress in English. The most capable pupils also make good overall progress.
64. At the time of the last inspection, standards were above average in both reading and writing in Year 2, and in line with national expectations in Year 6. Standards have improved in English in Year 6 since 1999 but standards in reading in Year 2 are now slightly lower. Overall, pupils are currently making satisfactory progress in reading in Years 1 and 2. However, teachers do not sufficiently promote the personal reading of pupils in Year 2. Although most pupils in the year group have securely mastered the early stages of reading and have secure decoding skills, few read as widely as they should. Their knowledge of contemporary literature written for young children is limited and they do not read enough, outside their reading in class, to become hooked on the work of particular authors or to develop the use of inference and other more advanced reading skills. By Year 6, almost all pupils read well and enjoy different kinds of reading. They read aloud fluently, accurately and confidently. They know the key features of different kinds of writing, and they recognise the techniques used by authors to engage or inform their readers. They have well developed preferences for the work of different authors, and they can read efficiently to find information.
65. Most pupils in Year 2 write competently for their age. They are able to build unfamiliar words and are therefore able to communicate their thoughts in writing effectively, even though some spellings may not be entirely accurate. Most Year 2 pupils have already acquired a neat, cursive style of handwriting and take care with the presentation of their work. They know how to use basic punctuation, and they usually express their ideas clearly, in well-structured sentences. Higher attaining pupils have learned to write complex sentences, sometimes introduce commas to separate clauses and are beginning to understand the need for paragraphs. They have a good vocabulary and they add descriptive detail which makes their writing interesting. As they develop the craft of writing, older pupils benefit from what they learn through reading and through generally effective teaching about language, organisation, structure, techniques and punctuation. There are examples of exceptionally good written work by the most capable pupils in Years 6. Standards of handwriting, presentation and spelling are generally good throughout the school, although there are weaknesses in these aspects of pupils' work in Year 4. In this year, inspection evidence also shows that pupils produce too few pieces of extended writing.
66. Pupils in all year groups listen well and are confident enough to contribute to discussions. Most pupils express their ideas clearly and are able to adapt their spoken language for different audiences and purposes. When asked to do so, they talk constructively with others to share ideas and, in the best practice seen, to evaluate one another's work.

67. The teaching is mainly good, and is particularly effective in Year 6, where both very good and excellent teaching were observed. All teachers plan their lessons effectively and manage pupils well. All make sure that their pupils know what they are intended to learn and that appropriate resources are to hand. In most lessons, teachers are very secure in their subject knowledge. They are able to assess and respond to pupils' learning needs immediately, so that no time at all is wasted and pupils of all abilities make good progress. The minority of the teaching which is satisfactory rather than good, or better, lacks this certainty of purpose and direction, and at times has other weaknesses. For example, teachers' explanations of tasks are not always sufficiently clear; their expectations of pupils are not consistently high enough; and, feedback to pupils about their work, whether through marking or verbal comment, too often bestows praise on work which does not warrant it. In contrast, the best marking seen, in Years 3 and 6, acknowledges very specific strengths but also gives pupils clear guidance as to how to improve their work. Overall, assessment procedures are sound. A whole-school system for tracking pupils' progress in writing is securely established, and is effective. It enables the co-ordinators and class teachers to monitor pupils' development as writers, and it is proving a useful tool in familiarising all teachers with the criteria associated with National Curriculum levels of attainment.

Example of outstanding practice

Year 6: the task was to write the second paragraph of a mystery story inspired by the narrative poem 'Flannan Isle' and informed by documentary evidence.

It is the end of the June and the teacher is visibly moved when she reads, aloud, the story openings written by her pupils the previous day. They have succeeded magnificently, and they know it. They can say why the writing works. The teacher speaks, they listen. They speak, she listens. Mutual trust and admiration seem tangible. For this lesson does not stand alone. It is rooted in a year's worth of apparently seamless teaching and learning that has given the pupils a 'feel' for language and a power and control that mark the best writing. Inspired teaching has motivated the pupils to learn by reading and rereading until the poem and the smallest details of historical evidence are alive in their brains, every detail at their disposal to weave into their own retelling, to be made their own. Very skilful questions and comments from the inspirational teacher means that pupils visualise the scenes, relive the emotions of the characters, feel the impact of the poet's language, the power of metaphor, the turn of a phrase, the weight of words. In short, they have learned to 'inhabit' language and make it their own. They turn with ease to thesauri, strive to invest their own work with the quality that they have learned to respect, to insert short sentences to generate suspense, to choose words that encapsulate, exactly, the right mood, and to make their readers pause and catch their breath with their artful use of punctuation. As a result of excellent teaching, pupils have become skilled evaluators of the work of accomplished writers, and they bring the same level of critical awareness to their own work.

68. Since the arrival of the new headteacher, the two co-ordinators have developed a clear view of their role and, working in close conjunction with the senior management team, now provide effective leadership and management of the subject. The teaching of English is being monitored regularly by both senior managers and by the co-ordinators, with useful feedback to staff about their performance. Resources for English are just adequate, although plans to enhance both fiction and non-fiction stock for the libraries are too limited. In addition, the library space available is rather restricted and is therefore far from ideal as a working base for independent research by pupils. Overall, ICT is used too little to support teaching and learning in English. Pupils' experience of English is enhanced by a rich programme of visits, visitors and extra-curricular activities which include many opportunities for them to participate in drama and drama workshops.

Language and literacy across the curriculum

69. Overall, pupils' language and literacy skills are soundly fostered through work across the curriculum. All teachers make sure their pupils know, and understand, the specialist terms and vocabulary needed in other subjects. In most cases, they also ensure that pupils have suitable opportunities to discuss their work and to write for different purposes in the course of their different studies. For example, pupils write clear records of their science investigations and, in a history lesson seen during the inspection, Year 6 pupils explained what they had learned about the Great Exhibition at Crystal Place. However, evidence from the scrutiny of pupils' written work shows that, in some classes, most notably but not exclusively in Year 4, too much of what pupils record in history and geography is worksheet based. While such worksheets often serve to remind pupils of the technical terms they have learned and, sometimes, also provide useful practice in note-making, they do little to enhance pupils' wider development as readers and writers. Older pupils, particularly the most capable, require more opportunities to engage in independent research and to complete extended projects which involve them in reading and collating information from a variety of sources.

MATHEMATICS

The quality of provision is **satisfactory**.

Main strengths and weaknesses

- The teaching is good in Years 3 and 6.
- The teaching is occasionally unsatisfactory, and there is not enough good teaching in the subject.
- Pupils' progress is too variable, and is often too slow in Year 4.
- Pupils have insufficient opportunities to use ICT to support their mathematical learning.
- The most capable pupils underachieve in some lessons in Years 1, 2 and 4.

Commentary

70. Standards in Year 2 are a little below national expectations. However, the mathematical skills of pupils in the current Year 2 classes were below average on entry to the school and to Year 1. As a consequence, the standards reached in Year 2 represent pupils' broadly satisfactory achievement. About nine out of every ten pupils in Year 2 are reaching or exceeding the expected standard for their age. However, about one third of all pupils are only barely reaching the expected standard – this is why overall standards are a little below national expectations. Standards are lower than in the last academic year, when the Year 2 classes included a higher percentage of very capable pupils and the test results were above the national average and the results of similar schools. In Year 6, current standards are in line with national expectations and reflect pupils' satisfactory overall achievement. Pupils demonstrate sound skills in all aspects of the required mathematics curriculum in Year 6, including in their calculation and problem solving skills. Current standards are broadly consistent with the test results in 2004 which were in line with the national average and above the results of schools where pupils achieved similarly when in Year 2. However, school records and inspection evidence show that pupils' progress is inconsistent across Years 3 to 6, with pupils generally doing well in Years 3 and 6 but sometimes underachieving in Year 4. Pupils with special educational needs and those who speak English as an additional language make satisfactory overall progress, across the school. The progress made by the most capable pupils is broadly adequate, although

these pupils sometimes require more challenging tasks in Years 1, 2 and 4. When the school was last inspected, pupils' standards were in line with national expectations in Years 2 and 6.

71. The quality of teaching is satisfactory, overall. However, there is too much variation in the teaching, which ranges from very good to unsatisfactory. The most effective teaching is in Years 3 and 6, where the teachers have good subject knowledge and high expectations for pupils' achievement. These teachers know exactly what they want pupils to learn, ensure that the needs of all pupils are met and move lessons forward at a brisk pace. Pupils benefit from ample opportunities to apply their skills to solve mathematical problems in these year groups. Across the school, teachers manage pupils' behaviour well, and capture and maintain pupils' interest during lessons. Most make effective use of the ends of lessons to check that pupils have met the learning intentions which have been explained to them at the beginnings of sessions. Unsatisfactory teaching was demonstrated during the inspection in one Year 1 class when the teacher expected too little of the pupils, and they spent lots of time cutting and sticking materials but insufficient time on tasks to develop their mathematical skills and understanding. In some lessons which are just satisfactory, there are important areas for improvement. In particular: teachers do not always provide pupils with enough support and guidance as they undertake the tasks they have been set; sometimes pupils spend too long listening to the teachers and too little time in practical activities; and the pace of lessons is rather slow, especially for the most capable pupils. These weaknesses are most evident in Year 4, where a scrutiny of pupils' completed work shows that the teaching has often not enabled pupils to do as well as they should. The most capable pupils should also make faster progress in some lessons in Years 1 and 2. During the inspection, pupils in Years 1 and 6 made sound use of ICT to support their mathematical learning. Overall, however, pupils make insufficient use of ICT in mathematics.
72. Assessment procedures are satisfactory, overall, although the quality of feedback pupils receive during lessons is variable, being well focused and pertinent in the most effective lessons and too generalised in the weakest practice. Teachers' marking also reflects this inconsistency, with the best marking in Years 3 and 6 and marking which is sometimes slipshod in Year 4, where pupils' errors are not always picked up and addressed.
73. The leadership and management of the subject are satisfactory, and are beginning to improve. A new co-ordinator has recently taken on the role, following an extended period when, although monitoring took place, it lacked sufficient rigour and had limited effect on the quality of provision in the subject. The new co-ordinator has good subject knowledge and, with the help of the headteacher and advice from the local education authority, he has formulated a detailed and pertinent action plan to raise standards further. He appropriately recognises that there are variations in progress which are linked to strengths and weaknesses in the teaching – and that the good teaching in the school needs to be extended more widely.
74. Resources for mathematics, which were unsatisfactory when the school was last inspected, are now broadly adequate.

Mathematics across the curriculum

75. The development and use of pupils' mathematical skills in work across the curriculum is satisfactory. For example, pupils are expected to record their investigation results in tables and graphs in science and to measure accurately in design and technology. However, the development of pupils' mathematical skills through work across the curriculum is not a regular feature of teachers' planning, and opportunities are sometimes missed, as a consequence.

SCIENCE

The quality of provision in science is **satisfactory**.

Main strengths and weaknesses

- Pupils benefit from good teaching in Year 6.
- The teaching is occasionally unsatisfactory, and there is not enough good teaching in the subject.
- The most capable pupils sometimes mark time because their work is too easy.
- Insufficient use is made of ICT to support pupils' learning in science.

COMMENTARY

76. Standards in science are broadly in line with national expectations in Years 2 and 6, and reflect pupils' satisfactory achievement. At the time of the last inspection, pupils also reached average standards in their final year at the school. All pupils make satisfactory progress in the subject, including those with special educational needs and the few pupils who speak English as an additional language. The most capable pupils also make satisfactory progress, overall, although they occasionally mark time because their work is too easy. Current standards are a little lower than in the last academic year, when the results of the statutory teacher assessments in Year 2 and the tests in Year 6 were above the national average. The school attributes this reduction to the higher percentage of pupils with learning difficulties in the current Year 2 and Year 6 classes.
77. In Year 2, pupils can identify different types of food which make up their diet, and have begun to develop their awareness of the importance of healthy eating. These pupils demonstrate standards which are in line with national expectations when learning to make simple electrical circuits, and have a sound understanding of the conditions required for healthy plant growth. In Year 6, pupils know that air resistance can slow moving objects, and demonstrate a satisfactory grasp of the principles of fair-testing when conducting experiments to separate materials by filtration or evaporation. During the inspection, Year 6 pupils made good progress when grouping a wide range of different seashells in relation to their characteristics, and enjoyed learning the correct scientific language to describe the shells.
78. The quality of teaching is satisfactory, overall, and means that pupils make mainly sound progress in their learning. However, there is a considerable variation in the quality of teaching, which ranges from good to unsatisfactory. The most effective teaching and learning is in Year 6, and the slowest progress is made by pupils in Year 4, where the teaching is barely adequate, at best, and is sometimes unsatisfactory. In the most effective lessons, good use is made of time and teachers know just when to intervene with well-judged questions or comments and when to stand back and let pupils work things out for themselves. Teachers' planning is generally sound. Teachers are clear about what they expect pupils to learn and take care to ensure that pupils are aware of these objectives from the beginnings of lessons. Teachers usually ensure that teaching assistants are well briefed, and these key staff make valuable contributions to pupils' learning in science lessons. Scientific vocabulary is generally introduced and reinforced effectively, and pupils' behaviour is managed well.
79. However, weaknesses in the teaching are sometimes restricting pupils' achievement. Unsatisfactory teaching was demonstrated during the inspection when pupils' misconceptions were not identified and rectified, when the teachers' expectations of pupils' potential achievements were too low, and when weaknesses in the teachers'

subject knowledge were apparent. Overall, there is not enough good teaching in science, and some lessons which are broadly satisfactory have important areas for improvement. For example, sometimes there is too much teacher talk and too little pupil activity, which means that the pace of lessons becomes rather slow. In addition, teachers' questions do not always probe pupils' understanding with sufficient rigour, and the most capable pupils are occasionally given work which is too easy. An examination of pupils' completed work in Year 4 shows that, until relatively recently, too many commercially produced worksheets of limited value have been used by the teachers, and that pupils are not consistently expected to present their work with enough care or to complete all tasks properly.

80. Assessment procedures are satisfactory, with pupils' standards being recorded by teachers at the end of units of work in science. Teachers' marking is also satisfactory, in the main, although pupils sometimes need more guidance about how to improve, particularly in Year 4.
81. Pupils' language and literacy skills are satisfactorily promoted in science, and all teachers take care to introduce and reinforce scientific vocabulary. Pupils' numeracy skills are also soundly fostered in science lessons, and pupils are expected to measure accurately and to use tables and graphs to show the results of their experiments. During the inspection, pupils made sound use of ICT in a range of lessons. However, a careful scrutiny of pupils' completed work shows that the use of ICT is generally very limited in science. The lessons seen during the inspection, nevertheless, suggest that improvements are beginning to be made.
82. The leadership and management of the subject are satisfactory. The two co-ordinators are enthusiastic, work well together and willingly provide useful advice for their colleagues. They use a range of appropriate monitoring strategies, including by observing lessons, talking to pupils and examining their work. However, the information collected is not always analysed with sufficient rigour or used effectively enough to improve the quality of teaching and learning in the subject. Science resources are just adequate.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

The quality of provision for information and communication technology is **satisfactory**.

MAIN STRENGTHS AND WEAKNESSES

- Provision has improved significantly since the last inspection.
- Pupils make too little use of ICT to support their learning in other subjects.
- The co-ordinators are enthusiastic and have good knowledge and teaching skills in the subject.

COMMENTARY

83. When the school was last inspected, pupils' standards were well below those expected nationally. The school has addressed this weakness effectively, so that standards are now in line with national expectations and pupils' achievement in the subject is sound. This results from improved teacher confidence in ICT, additional resources and the use of structured units of work to enable pupils to develop their skills progressively. The subject meets statutory requirements, which was not the case in 1999.

84. In the lessons observed, pupils in Year 2 achieved well when finding information from a database, using browse and search functions. Year 5 pupils made good progress when writing a set of instructions to sequence lights at a simulated zebra crossing, and the teacher made effective use of an interactive whiteboard to demonstrate the process. Year 6 pupils used the internet confidently to access information about instruments of the orchestra. They were also able to select tracks to create music to accompany a poem in order to reflect its mood and the actions described. Pupils are enthusiastic about ICT, attentive in lessons and settle quickly to their tasks.
85. Overall, teaching and learning are satisfactory. Teachers have secure subject knowledge and generally give pupils plenty of opportunities to be actively involved in their learning. They provide pupils with clear explanations and often use demonstrations effectively to ensure that pupils understand what they have to achieve. However, the limited number of large screens available sometimes hampers the ability of all pupils to see demonstrations clearly. In one lesson seen, there was too much teacher talk and insufficient opportunities for pupils to learn by asking questions and reflecting on what they were being told. The most effective teaching is in the classes in Years 2 and 5 which are taught by the ICT co-ordinators. These teachers provide pupils with well-focused support and guidance, and ensure that lessons move at a brisk pace.
86. Resources, which were unsatisfactory at the time of the last inspection, are now adequate. Their quantity and quality have recently improved considerably, as a result of actions taken by the new headteacher, and there are plans to improve resources further. Interactive whiteboards, where available, are enhancing the quality of teaching. The ICT technician provides skilled help to ensure the equipment is functioning properly and, whenever possible, works alongside pupils to support their learning. Two ICT suites are now established, and these provide satisfactory space for pupils' learning. However, the suite for the older pupils is situated in an area which is also used as a corridor, and this means that teaching and learning are sometimes disrupted.
87. Leadership and management are satisfactory and improving. The co-ordinators are enthusiastic and have good subject knowledge. They have supported teachers with planning, carried out some monitoring of teaching and have a clear understanding of the strengths and areas for development in the subject. They have also implemented a sound assessment system which ensures that all teachers are able to judge pupils' progress accurately. The co-ordinators have rightly identified the use of ICT to support other areas of the curriculum as a key area for improvement, and a clear action plan is in place to address the situation.

INFORMATION AND COMMUNICATION TECHNOLOGY ACROSS THE CURRICULUM

88. During the inspection, pupils made some use of ICT to support their learning in other subjects, including in mathematics, science, history and music. However, it is clear from a careful examination of pupils' completed work and from discussions with the pupils and the co-ordinators, that this practice is not well established – and that too little use is generally made of ICT to support pupils' work across the curriculum.

HUMANITIES

89. **Insufficient evidence was collected to make secure overall judgements about the quality of provision**, or pupils' standards and the quality of teaching and learning in **history** and **geography**. However, an examination of pupils' completed work and teachers' planning, and discussions with the subject co-ordinators mean that some judgements can be made. The quality of provision in religious education is judged in a separate inspection report.
90. In **history**, in the one lesson seen, in Year 6, pupils consolidated their knowledge and understanding of leisure activities at the seaside in Victorian times. This lesson was taught well. The pupils demonstrated a sound grasp of the differing perspectives of rich and poor in Victorian times and were also aware of historical change, for example, in regard to the way the coming of the railways in Victorian times opened up the seaside to poorer people, as well as to the wealthy. The pupils enjoyed the opportunities they were given to recall what they had learned previously and to use their skills as writers to record their knowledge creatively. For example, a board game with a seaside theme presented various opportunities for them to write – in role as Victorians – both diary entries and postcards to their relatives and friends.
91. The scrutiny of pupils' written work shows that pupils cover a suitable range of historical topics and themes and that key historical skills are addressed. However, there is relatively little evidence to show that genuine artefacts are widely used, or that pupils are given as much experience of using documentary evidence as is desirable. In some classes, particularly but not exclusively in Year 4, worksheets are too frequently provided for pupils to record what they have learned and understood. This often means that pupils' written responses lack depth and detail. In addition, teachers' marking of such work is seldom helpful. While the best work seen, in Year 6, provides some limited examples of independent study and extended writing by pupils in response to their studies, such opportunities for pupils to develop their literacy skills in history are rare.
92. The co-ordinator has good subject knowledge and is enthusiastic about history. She has been instrumental in developing a wide variety of visits, visitors and other enrichment activities to enhance pupils' experience of history across the school. In addition, she has ensured that the pupils participate in community events that celebrate their local and regional history and culture. However, procedures for monitoring and evaluating the quality of teaching and learning, and pupils' achievements, are underdeveloped. Assessment procedures are not securely established, although some teachers are now trialing an appropriate procedure.
93. In **geography**, all available evidence shows that the subject meets statutory requirements and is enriched by fieldwork activities. For example, pupils in Years 3 to 6 have visited a recycling centre as part of their study of the local environment. Pupils in Years 1 and 2 are able to make sound comparisons between life on an island and their own life, while pupils in Year 5 utilise their literacy skills effectively to encourage visitors to a chosen place, based on the information they have gathered from a variety of sources. Insufficient lessons were observed to make judgements about the quality of teaching. The co-ordinator is well informed, and provides useful advice and support for her colleagues. However, procedures for monitoring and evaluating the quality of provision are not sufficiently rigorous, and assessment procedures are not securely established.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

94. **It is not possible to judge the overall quality of provision in art and design, design and technology, music and physical education** because too few lessons were observed in these subjects. However, pupils' completed work was carefully examined in art and design and design and technology and pupils' singing was heard in assemblies. In addition, a range of documentation was examined and discussions were held with subject co-ordinators.
95. In **art and design**, pupils' completed work shows that pupils make broadly satisfactory progress in Years 1 and 2. As a result, their standards are in line with national expectations in Year 2 and represent satisfactory achievement. However, in the older classes, pupils' progress is too spasmodic and is unsatisfactory. Consequently, standards are generally below national expectations in Year 6 and reflect pupils' underachievement. When the school was last inspected, pupils' standards in the subject were in line with national expectations in Year 2 but above national expectations in Year 6.
96. In Year 1, pupils demonstrate satisfactory standards for their ages when creating collage pictures, painting expressive self-portraits and learning simple printing techniques. In Year 2, pupils have created bold interpretations of fruits using pastels, and made repeating patterns and interesting images after studying the mouldings on the soles of their footwear. During the inspection, these pupils demonstrated sound printing and collage skills when responding to a picture by Van Gogh.
97. In Years 3 to 6, most pupils have sketchbooks but these include relatively few examples of pupils' work and demonstrate the unsatisfactory progress of most pupils in relation to the development of their drawing skills. Work displayed in the Year 3 classes shows that pupils have used felt-tipped pens to create illuminated letters. Whilst these are carefully coloured in, many pupils have drawn around teacher-prepared letter shapes and the work contributes little to pupils' artistic development. In Year 4, pupils' small pictures of seascapes demonstrate their limited painting skills, and many pupils in Year 5 rely on the use of rulers when making drawings of containers, and very few attempt to make their drawings more interesting through shading. Some Year 5 pupils have drawn flowers – after looking at Van Gogh's sunflower painting – but these are very simplistic and have not been created through the direct observations of real flowers. In Year 6, there are a few examples of sound drawings made by pupils during a visit to the local church. Overall, however, pupils' art and design skills are underdeveloped for their age; and their images of people, made with felt-tipped pens, are typical of work usually produced by considerably younger pupils.
98. The leadership and management of the subject are unsatisfactory. The art and design co-ordinator took on her role about four months ago, after an extended period when there was no co-ordinator. Procedures for monitoring and evaluating provision are not established, the subject is under-resourced, there is no scheme of work and no coherent assessment procedures. Pupils' key skills are not progressively developed, and the subject only just meets statutory requirements. The new co-ordinator is keen to raise the profile of the subject and has already organised an ambitious art week for just after the inspection.

99. In **design and technology**, pupils' achievement is satisfactory and their standards are in line with national expectations in Years 2 and 6. When the school was last inspected, standards in the subject were above national expectations in Years 2 and 6.
100. In Year 1, pupils have created carefully made moving pictures which incorporate a simple sliding mechanism, and have made sound use of construction kits to make models of playground apparatus. Year 2 pupils have examined a range of commercially made puppets and constructed their own puppets with considerable care, using fabrics and threads. However, while pupils have used their own ideas to embellish the puppets with sequins, all have used the same teacher-prepared templates, so that all of the puppets have identical shapes.
101. In Year 3, pupils demonstrate sound standards when using simple pneumatics to create a moving monster, while Year 4 pupils have made satisfactory designs for money containers. In Year 5, pupils have made sound progress when evaluating a range of commercially made biscuits, then designing, making and evaluating their own biscuits. These pupils have developed a good understanding of how cams can be used to affect the movement of simple mechanisms. In Year 6, pupils have created interesting designs for hats, and their finished hats demonstrate their sound making skills.
102. The design and technology co-ordinator willingly provides useful advice when it is requested from her colleagues, and has good expertise and knowledge in the subject. However, procedures for monitoring and evaluating the quality of provision are underdeveloped. Assessment procedures are not established but the co-ordinator has sensible plans to rectify the situation in the near future. Resources for design and technology are just adequate, although the quality and range of tools require improvement.
103. While insufficient evidence was collected to judge pupils' overall achievement in **music**, they demonstrated good singing skills during assemblies. Pupils sing tunefully, with a good awareness of dynamics, and with clear diction. They obviously enjoy singing and concentrate well when performing. The music curriculum is enriched by visiting musicians, a recorder club, school productions and opportunities for pupils to receive tuition in learning to play instruments.
104. The leadership and management of music are underdeveloped. Procedures for monitoring and evaluating the quality of provision are not established, and coherent and consistent assessment procedures are not being used. The new co-ordinator recognises these weaknesses, has already written a draft policy and has sensible plans for improvements in assessment. Music resources are unsatisfactory, as they were at the time of the last inspection.
105. In **physical education**, insufficient lessons were seen to judge pupils' overall standards and achievement. However, school records show that most pupils achieve the expected standard in swimming by Year 6. It is clear that physical education has a high profile in the school. There is a good range of extra-curricular activities, including hockey, netball, boules, athletics, football and basketball. The oldest pupils are able to take part in outdoor activities during their residential visit, and have the opportunity to learn archery and to climb. Good use is made of visiting specialists to support the

curriculum. For example, during the inspection, Year 1 pupils benefited from the chance to develop their skills with a coach from the local sports centre. School teams take part, often with good success, in competitive sporting activities such as swimming, cricket and football. The extensive school grounds provide good facilities. The leadership and management of the subject, however, require improvement. Although the co-ordinator readily provides advice for her colleagues, she has yet to establish procedures to monitor and evaluate the quality of provision. In addition, coherent assessment procedures are not in place. Resources for physical education are adequate.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP (PSHEC)

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

MAIN STRENGTHS AND WEAKNESSES

- Pupils achieve well.
- The leadership and management of PSHEC are effective.
- The PSHEC curriculum is wide-ranging; it is integrated into the curriculum and permeates all aspects of school life.

COMMENTARY

106. The success of the school's good provision for PSHEC is made apparent through pupils' good behaviour, their positive attitudes to all aspects of school life, their constructive relationships with others and their developing awareness of themselves as responsible citizens at local, regional, national and global levels. These are the benchmarks by which the quality and effectiveness of the provision can best be judged and, in these terms, the pupils achieve well.
107. In the year since she assumed responsibility for PSHEC, the co-ordinator has reviewed existing provision and rewritten policies for drugs education, sex education, race relations and equality, inclusion and child protection. She has overseen the introduction of regular times for PSHEC each week in each year group and has introduced many initiatives that contribute to the school's work towards the 'Healthy Schools' award, including the popular 'Fun Fit' club and the provision of fruit snacks for pupils in Years 1 and 2. Healthy eating is promoted strongly and the school is currently exploring ways of offering healthier choices to pupils through the schools meals system. Good provision is also made for pupils to keep themselves safe, whether from water, fire, traffic, drugs or disease. A well established school council already gives a voice to pupils of all ages in the school. It gives them a forum through which they can bring about changes that affect their daily lives, and it also serves to give them an inside view of democratic processes at work.
108. Through all aspects of the provision, pupils are encouraged to know themselves and to 'be the best they can' by developing, and recognising, their own abilities. They are taught to deal with their own feelings in a positive way, to make the right choices and to recognise the impact of their own behaviour on others. They are taught to combat bullying, in all its forms, and to see further opportunities for forging good relationships with others outside their immediate locality. In its endeavours to develop the pupils' awareness of the multi-ethnic dimensions of British society, the school is currently forging links with a school in Leicester, and plans are also in hand to develop links with a school in New Zealand. Regular fundraising activities for local, national and

international charities give pupils an understanding of ways in which, as active citizens, they can help others and make a difference in the world, while studies of topics such as recycling and pollution in geography contribute towards their awareness of the need to care for the environment, not merely in their own locality, but on a global scale.

109. Only one PSHEC lesson was seen during the inspection. This lesson, in a Year 5 class, was taught very well and pupils were helped, in a very sensitive way, to understand the changes involved in puberty. They achieved well in their understanding of the issues involved, and revealed themselves to be sensible, mature and thoughtful. It is these same attributes that the pupils bring with them, with very rare exceptions, to all aspects of school life, and that testify to the success of the school's provision for their personal, social and health education and citizenship.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4

Overall standards achieved	4
Pupils' achievement	4

Pupils' attitudes, values and other personal qualities (ethos)	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

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

The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	2
The leadership of other key staff	4
The effectiveness of management	4

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