

# INSPECTION REPORT

## **Indian Queens Community Primary School**

St Columb

LEA Area: Cornwall

Unique Reference Number: 111894

Inspection Number: 188758

Head-Teacher: Mrs J Scown

Reporting inspector: Mr M Burghart  
20865

Dates of inspection: 01 November 1999 - 04 November 1999

Under OFSTED contract number: 707099  
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## INFORMATION ABOUT THE SCHOOL

Type of school:	Community Primary
Type of control:	County
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
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Telephone number:	01726 860540
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr S Goody
Date of previous inspection:	18 March 1996 - 21 March 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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Mr M Burghart, Rgl	Maths; Geography; Physical education; Special educational needs.	Teaching; Leadership and management; Efficiency.
Mrs L Barley, Lay Inspector		Attitudes, behaviour and personal development; Attendance; Support and guidance; Links with parents and the community; Accommodation.
Mrs K Henry	English; History; Under fives.	Spiritual, moral ,social and cultural development.
Mr T Howell	Science; Design and technology; Equal opportunities.	Curriculum and assessment; Staffing and resources.
Mr G Jones	Information technology; Art; Music; Religious education.	Attainment and progress.

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## MAIN FINDINGS

### What the school does well

- Achieves good standards in English, mathematics and science by the time pupils leave the school.
- Promotes good progress throughout.
- Maintains very good educational direction.
- Involves parents very effectively.
- Makes very good provision for special educational needs.
- Successfully encourages social and moral development.
- Gives children in the nursery, and those under five in reception, a good introduction to school.
- Provides good teaching, especially for the under fives and those at Key Stage 2.
- In making rapid progress in developing information technology.

### Where the school has weaknesses

- In not meeting expectations for information technology.
- In the use of time and the pace of some lessons.
- In provision of opportunities for reflection.
- In inappropriate apparatus for the physical development of children under five in reception.
- In results in national tests at Key Stage 1.
- In levels of supervision at break times.

This a fast developing school which has been through significant changes in staffing, including the head and deputy in the last two years. It has a variety of good and very good features and is doing well in self analysis. Strengths clearly outweigh weaknesses, the majority of which are already identified in the comprehensive school improvement plan. However, weaknesses will form the basis of the governors' action plan, a copy of which will be sent to all parents and guardians of pupils at the school.

### How the school has improved since the last inspection

The last report raised six key issues for improvement. The school has made good progress in overcoming these. It has made considerable improvement in provision for information technology recently. The school development and improvement plan now plays an integral part in management. The role of the senior management team is more clearly defined and more effective. Governors' involvement has been improved through a better committee structure, but there is more to do with regard to links to the curriculum and evaluation of cost effectiveness. The quality of teaching has been enhanced as a result of attention to planning based on objectives and better use of assessment. Registration now meets requirements. In addition there have been good improvements to accommodation and staffing. Changes to the curriculum, notably for literacy and numeracy, have been successfully introduced.

The school is well placed for future development.

## Standards in subjects

This table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key	
English	B	A	<i>well above average</i>	A
Mathematics	B	A	<i>above average</i>	B
Science	A	A*	<i>average</i>	C
			<i>below average</i>	D
			<i>well below average</i>	E

With attainment on entry below average and free school meals at 20 per cent, the school is doing well to achieve these standards. Children make good progress in the nursery and reception. Although results at the end of Key Stage 1 in 1999 were below national and similar schools comparisons, the three year trend shows improvement. Standards for those pupils currently in Year 6 are above average in English, mathematics and science, with notable features in numeracy, and some aspects of scientific knowledge. Higher attainers are doing well and pupils with special educational needs are making good progress. Measured against national expectations pupils fall short in information technology at both key stages, but as a result of rapid development in the subject, progress is good throughout. Pupils make at least sound progress in all other subjects; with strong features in art at Key Stage 1 and geography, history and music at Key Stage 2.

## Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Good	Satisfactory	Good
Mathematics	Good	Satisfactory	Good
Science	Not applicable	Satisfactory	Satisfactory with strengths and some weaknesses
Information technology	Not applicable	Good	Very good
Religious education	Not applicable	Satisfactory	Good
Other subjects	Good	Satisfactory with strengths in history.	Satisfactory with strengths in history.

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that strengths outweigh any weaknesses*

95.6 per cent of lessons observed were satisfactory or better. Almost 65 per cent of lessons were good or better and 14.3 per cent were very good, with 3.3 per cent excellent. All staff had some lessons judged as good, six recorded very good sessions and three had one lesson each noted as excellent. All teaching in the nursery and reception was at least good and special educational needs teaching was predominantly good. Although good teaching was observed at both key stages, a higher proportion (66 per cent compared with 40 per cent) was seen at Key Stage 2. Only a small minority of lessons were unsatisfactory. There were more of these at Key Stage 1 than Key Stage 2. Good teaching featured clear objectives, planning and relationships. Weaker teaching lacked pace, did not allow enough time for reflection and sometimes resulted in insufficient challenge and progress.

## Other aspects of the school

Aspect	Comment
Behaviour	Good; notwithstanding some pupils who can present problems. Improvements at lunchtime being worked at successfully by increasing supervision.
Attendance	Satisfactory; some problems with too many holidays being taken in term time.
Ethos*	Good; relationships and attitudes result in mostly positive response by pupils. Good commitment by the school to high standards. School gives pupils good support and guidance.
Leadership and management	Good; very good headteacher initiative. School improvement plan proving effective in moving school forward. Roles of senior managers, co-ordinators and governors better defined, with still more to do in evaluation and cost effectiveness review. Provision for under fives well managed. School has clear educational direction, appreciated by parents.
Curriculum	Broad and mostly well balanced. Good planning with good consideration of objectives. Schemes in place for all subjects; negatives in balance in art and design and technology, and the current emphasis on numeracy. Big improvement in assessment and its use in planning and target setting.
Pupils with special educational needs	Very good provision and planning. Good contributions from learning support assistants; some time loss during introductions and reviews.
Spiritual, moral, social & cultural development	Good overall, with social opportunities very good and moral good. Spiritual satisfactory, but more opportunities for reflection needed. Cultural sound, more work for multicultural planned.
Staffing, resources and accommodation	Staff, teaching and non-teaching, make a good team Good staff handbook. Resources satisfactory, strength in core subjects and weakness in provision for physical opportunities for those under five in reception. Need for computers in classes as well as in the good, newly created suite. Very good accommodation, recently added to; well managed, with plans for improvements: for example a new library. Good display. Problems with health and safety concerning hall storage, fencing, outside lighting and parking.
Value for money	Good. Improvements since last time in management through a good school improvement plan. Good standards, provision and support delivered for average costs.

*\*Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

## The parents' views of the school

What most parents like about the school	What some parents are not happy about
<ul style="list-style-type: none"> <li>• It is approachable.</li> <li>• Children like coming to school.</li> <li>• Extracurricular activities.</li> <li>• Its homework policy.</li> </ul>	<ul style="list-style-type: none"> <li>• There was no consensus of negative opinion, either in questionnaires or at the meeting for parents.</li> </ul>

The overwhelming response of parents to the school is positive. Inspectors support this view.

## KEY ISSUES FOR ACTION

In order to further improve the school governors, headteacher and staff should:-

- **Raise, still further, standards in information technology to meet national expectations, as planned, by:-**
  - Developing, still further, its teaching as a discrete subject;
  - Improving resources to make computers more readily available in classes as well as in the new suite;
  - Making more use of information technology to support other subjects in research and data handling; developing the use of CD Rom, Internet and sensors.

(Paragraphs: 16, 20, 90, 113, 128, 131, 132, 133, 134, 139, 142, 174.)

- **Improve, still further, the use of time in:-**
  - The pace of some lessons;
  - The use of learning support assistants during introductions and reviews;
  - Providing more opportunities for pupils to reflect on their work to enhance appreciation skills and develop their spiritual and cultural awareness;
  - In the balance of art and design and technology to allow for more three-dimensional work;
  - In mathematics to ensure that aspects in addition to numeracy receive sufficient emphasis.

(Paragraphs: 13, 19, 20, 36, 40, 42, 43, 53, 54, 82, 95, 96, 116, 117, 120, 121, 123, 124, 125, 152, 155, 157, 158, 183.)

- **Provide suitable facilities for the physical development of children under five in Year R.**

(Paragraphs: 77, 84, 87, 89, 109, 180, 185.)

In addition to the above key issues the following less important weaknesses should be considered for inclusion in the action plan:-

- Improving supervision at break and, as planned, during lunch times.  
(Paragraphs: 24, 60, 63, 75.)
- Developing assessment, recording procedures still further to provide a profile of standards for each year group to enhance target setting and serve as a measure of the value added by the school.  
(Paragraphs: 38, 47, 48, 73, 165.)
- Observing school policy concerning health and safety in physical education with regard to long hair, watches and jewellery; and improving procedures for pupils not taking part in lessons.  
(Paragraphs: 63, 183.)
- Improving the consistency of the use of rewards and sanctions in different classes.  
(Paragraphs: 24, 60.)
- Developing the role of governors, as intended, to increase their awareness of curriculum issues and cost effectiveness.  
(Paragraphs: 46, 71, 94.)
- Attending, as planned, to matters of health and safety concerning hall storage, fencing, outside lighting and parking.  
(Paragraphs: 63, 75, 84, 85, 91, 97, 98.)

# INTRODUCTION

## Characteristics of the school

1. Indian Queens Community Primary School is situated in the village of Indian Queens in St Columb, Cornwall. The school building was originally constructed in 1980 and has recently been modified to provide an extra classroom, better office and toilet facilities.

2. There are 248 children on the school roll aged from four to eleven. In addition 49 children attend the nursery in two separate groups, morning and afternoon. The overall size of the school is broadly in line with the average for primary schools nationally, but relatively large for the county. There are nine classes. With the exception of Year 1, all classes contain pupils from two different age groups. Class sizes vary from 11 in reception to 38 for Year 5/6, but overall there is an average of 27.6 pupils per class.

3. Pupils are drawn mostly from the local housing estate. The majority attend the nursery in the year before joining the school. Unemployment locally is above the national average.

4. The headteacher is in her second year at the school and is supported by nine full time and one part time members of staff.

5. There are 58 pupils on the special educational needs register. This accounts for 24.6 per cent of the school roll. This is above the national average. Six pupils have a formal statement under the terms of the DfEE Code of Practice which is proportionally more than the national picture. 50 children (20 per cent) are known to be eligible for free school meals which is in line with the national average of 19.9 per cent. Four pupils come from homes where English is an additional language. Attainment when children first enter the school is below what is expected of their age.

6. The school was inspected previously in March 1996. Key issues of that report featured needs to :-

Meet requirements for, and raise standards in, information technology; Improve monitoring and the role of the senior managers; Improve the school development plan; Develop the management role of governors; Match assessment to teaching objectives; and Ensure that registration meets requirements.

7. The school has identified as its main aims :-

‘ To provide a broadly based curriculum. Develop pupils’ ability to reason logically; whilst fostering moral and social development, including respect for Christian values, tolerance and respect for the environment.’

8. Key areas identified in the wide ranging, current school improvement plan focus on:

Target setting; Information and Communication Technology; Monitoring, Policy setting; Pupils’ personal and social education; Staff development; Communications and School environment.

9.  
Key indicators

**Attainment at Key Stage 1<sup>1</sup>**

Number of registered pupils in final year of Key Stage 1 for latest reporting year:

Year	Boys	Girls	Total
1999	23	24	47

<b>National Curriculum Test/Task Results</b>		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	19	19	20
	Girls	18	17	22
	Total	37	36	42
Percentage at NC Level 2 or above	School	79 (81)	77 (74)	89 (93)
	National	85 (80)	86 (81)	90 (84)

<b>Teacher Assessments</b>		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	18	18	19
	Girls	16	19	20
	Total	34	37	39
Percentage at NC Level 2 or above	School	72 (81)	78 (95)	83 (95)
	National	82 (81)	86 (85)	87 (86)

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<sup>1</sup> Percentage in parentheses refer to the year before the latest reporting year

## Attainment at Key Stage 2<sup>2</sup>

Number of registered pupils in final year of Key Stage 2 for latest reporting year:

Year	Boys	Girls	Total
1999	18	24	42

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	13	14	15
	Girls	20	22	22
	Total	33	36	37
Percentage at NC Level 4 or above	School	79 (69)	86 (56)	88 (81)
	National	70 (65)	69 (59)	78 (69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	13	15	16
	Girls	20	22	22
	Total	33	37	38
Percentage at NC Level 4 or above	School	79 (69)	88 (50)	90 (83)
	National	68 (65)	69 (65)	75 (72)

## Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:

		%
Authorised Absence	School	6
	National comparative data	5.7
Unauthorised Absence	School	0.4
	National comparative data	0.5

## Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	1
Permanent	0

## Quality of teaching

Percentage of teaching observed which is:

	%
Very good or better	14.3
Satisfactory or better	95.6
Less than satisfactory	4.4

<sup>2</sup> Percentage in parentheses refer to the year before the latest reporting year

## **PART A: ASPECTS OF THE SCHOOL**

### **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

#### **Attainment and progress**

10. The attainment level of the majority of children when they start nursery is below that found nationally and assessments made by nursery staff indicate that there is a wide range of ability. By the time children leave the nursery they have made good progress towards the Desirable Outcomes for Learning. However, a significant number of children have less well developed speech and language skills.

11. When pupils enter the reception class, whilst their attainment varies from intake to intake, it is below average overall. Children attain the Desirable Learning Outcomes in mathematics, knowledge and understanding of the world, creative and physical development; together with personal and social development by the age of five. Attainment in language and literacy is below the expected level for children at five years old. In spite of this, children make good progress in all areas of learning.

12. Results of 1998 National Curriculum assessments for 11 year olds at the end of Key Stage 2, in English, were close to the national average at both Level 4 and at the higher Level 5. These results were seen as average when compared with those attained by pupils from schools nationally and with similar schools. Standards over the last three years rose and have been maintained at that position. Results of the national assessment tests for 1999 show that the school has improved on its scores and now the percentage of pupils attaining at both Level 4 and 5 is above the national average. The comparison with similar schools, which is based on the proportion of pupils eligible for free school meals, places the school well above average. Current inspection findings show that overall, standards in lessons are satisfactory. As the inspection is close to the start of the academic year, a large proportion of pupils would be expected to improve their work and attain above national expectations by the end of the year. The standards that the school is now achieving show a good improvement since the last inspection.

13. Results of 1998 national assessments for mathematics at Key Stage 2 were close to the national average for the expected Level 4 and the higher Level 5. This was the case when compared with similar schools. This showed a slight fall in standards from the previous year. Results of national tests for 1999 show a big improvement in the percentage of pupils obtaining the expected Level 4, and, more especially, in the large percentage of pupils, 43 per cent, achieving the higher Level 5. These scores were very high when compared with similar schools and well above average nationally. Current inspection findings, which cover a wider range of mathematics than that which makes up the National Curriculum assessments, show that standards are above average at this point in the year. Overall, this indicates a significant improvement since the last inspection. However, there are weaknesses in the investigative aspect of the subject. This is partly due to the emphasis the school places on number work, within the well-implemented numeracy hour, and the lack of emphasis on the application and use of mathematical knowledge gained during this work.

14. 1998 results for seven year olds were close to the national average in reading, but below average in writing. Results in mathematics were above the national average for the expected Level 2 scores, but below the national average for the percentage of pupils achieving the higher Level 3. Comparisons with similar schools show results being below average in reading, well below in writing and average in mathematics. Results of national

assessments for 1999 show that standards in reading and writing are both below national averages, with the percentage of pupils attaining at the expected level being below expectations. Results in mathematics show far fewer pupils reaching the higher Level 3 scores. This suggests a drop in standards from the previous year and from the previous inspection findings. The current inspection findings show an improvement on this situation and that standards in lessons are satisfactory at this part of the year.

15. Results of 1998 National Curriculum assessments for science at Key Stage 2 show that standards are well above the national average when compared with schools nationally and compared with schools with similar contexts. In tests for 1999, 88 per cent achieved Level 4 and above, an improvement on the good score of the previous year. The percentage of pupils achieving the higher Level 5 of 43 per cent was very high and once again an improvement on the previous good score. These results show the school as scoring very highly in comparison with similar schools and well above all schools nationally. Inspection findings show that already pupils are achieving above national expectations at this point in the school year.

16. Standards in information technology have improved a great deal since the last inspection. However, as this improvement has taken place over the last year only, the overall standards are still below national expectations. Pupils in Year 6 are making good progress in gaining skills which enable them to make good use of word processing, graphic work and of information gathering from CD Rom and the Internet. Pupils at Key Stage 1 are gaining skills in keyboard use and are becoming proficient in mouse control, allowing them to access programs and files, log on and off programs and carry out their own saving and printing with adult supervision.

17. In religious education standards achieved by the oldest pupils are in line with the expectations of the locally agreed syllabus, although there are elements of the work in which pupils attain at a higher level. At Key Stage 2 pupils carry out good studies of several religions other than Christianity. They are very knowledgeable about important events, rituals and festivals in Hinduism, Judaism and Christianity. Pupils at Key Stage 1 have good opportunities to express feelings and ideas about caring.

18. Standards in geography and history are good. Pupils can extrapolate information from data they have collected about local town names and occupations, while in history pupils can place the Tudors in the context of Britain's history and can use evidence to draw conclusions and give reasons for the actions of some of the main characters they study. Standards in art, design and technology, music and physical education are in line with those expected for pupils of this age.

19. Pupils' progress, in relation to prior attainment, is good in lessons. It is good in Key Stage 2 and for those children who are under five. Progress is satisfactory at Key Stage 1. Very good progress is noted in numeracy at Key Stage 2. This is well supported by the good implementation of the National Numeracy Strategy, although progress in the application of mathematical knowledge through investigations is slower. Progress in science at Key Stage 2 is very good, with pupils making good gains in knowledge about circuits, conductivity and good gains in understanding of forces. Progress in English, information technology, geography and history is good. Pupils make good progress, at Key Stage 1 in speaking and listening, number, information technology, geography and history. They join in discussions well during the literacy hour and are improving their ability to respond to questions. Work in history shows a growing understanding of the passing of time as pupils study the history of their own toys. They are aware, in geography, of the various routes they take to school and have a good introduction to presenting these facts graphically. Pupils make sound progress in all other subjects of the curriculum at both key stages.

20. A weaker element in the work of the school is the opportunity pupils are given to use their own time and initiative in order to follow lines of enquiry and research. This is currently not well planned by teachers, and often pupils are not given access to information technology or the library in order to find information and follow their own research.

21. The good progress pupils make elsewhere in the curriculum is due to the high quality of teaching, which is well grounded in a secure knowledge of the subjects taught. Teachers are thoughtful in their approach to methods and organisation, so that they present work to pupils in interesting and motivating ways. They manage lessons well and often very well, and get the most out of pupils. Pupils themselves respond well to challenges presented to them and want to improve their performances.

22. Pupils with special educational needs make good progress throughout the school. Work is well planned for them, partly in good individual education plans, and partly through work set for different ability levels in class.

### **Attitudes, behaviour and personal development**

23. Pupils, including children under five, show a good level of interest in their work. Where the pace and interest of the lesson is appropriate, even young children are able to sustain concentration. Pupils contribute readily in class and the regular completion of homework throughout the school positively promotes independent learning. Pupils have well developed listening skills, and speaking skills are developing positively. They follow instructions accurately and take pride in their work. They are keen to make progress and complete tasks, but are given insufficient opportunities to take responsibility for their own learning.

24. Overall pupils' behaviour is good, although there is some challenging behaviour among older pupils at break time and in the hall at lunch time. Pupils show a high degree of respect for property and equipment. They are friendly, courteous and trustworthy. Although the number of exclusions is low, the behaviour and discipline policy is sometimes inconsistently applied by staff. Supervision at lunch time and at the morning break for Key Stage 2 is unsatisfactory.

25. Relationships between pupils and adults are good and are firmly based on mutual respect. They positively promote learning. Pupils listen well to each other and show consideration for other people's feelings and values. This is particularly well promoted during religious education at Key Stage 2. Pupils with special educational needs are included well by other pupils and staff. Pupils are mutually supportive. Older pupils support younger ones and even young children readily take turns. Pupils work well collaboratively particularly in science at Key Stage 2, mathematics at Key Stage 1, and music and physical education in Year 5/6.

26. Pupils take responsibility for their actions and express themselves with increasing confidence. In particular, the school council enables pupils to make a positive contribution to the life of the community. Older pupils assist, for example, at break times, lunch times, with the library and during assemblies. When they are given suitable opportunities, pupils show initiative and take responsibility.

## **Attendance**

27. Pupils' attendance at the school is satisfactory, at 93.6 per cent. The level of recorded unauthorised absence is in line with national averages. However, this statistic is reduced by several instances of parentally condoned extended holidays and other absences which have been erroneously authorised by the school.

28. There are instances of lateness among a small core of pupils. However, lessons begin promptly and registration provides an orderly start to the school day. This constitutes an improvement since the last report.

## **QUALITY OF EDUCATION PROVIDED**

### **Teaching**

29. In an improvement since the last report, notably at Key Stage 2, teaching is now good having been described as 'unsatisfactory in a significant minority of lessons'. Currently the overall profile of teaching is good with very good features.

30. Teaching was satisfactory or better in over 95 per cent of lessons observed. It was good in 64.9 per cent and, in 14.3 per cent very good. All staff taught some lessons judged as good. Six teachers taught lessons that were very good and three staff had sessions judged as excellent. Three staff accounted for the small number of unsatisfactory lessons.

31. Teaching in the nursery and for those under five in reception is consistently good (100 per cent), and often better (18.8 per cent). Here staff are confident, make use of good planning and assessment, relationships are very good and expectations are high. Children are helped to make a very good start and the effect on their progress is good.

32. The overall quality of teaching in Key Stage 1 is good. However, there is a smaller proportion of lessons which are good in this key stage compared with elsewhere in the school. Nevertheless, 14 per cent of lessons were very good and 40 per cent were good or better. The majority of the small number of unsatisfactory lessons seen during the inspection were in this key stage. Strengths in teaching at this key stage are in mathematics, English, and some aspects of history.

33. At Key Stage 2 teaching is predominantly good. Two out of three lessons were good or better during the inspection with nearly 14 per cent very good. Particularly strong was some teaching in mathematics, English and some aspects of science.

34. Where teaching is satisfactory or better it has a favourable effect on pupils' attainment and progress. For example, most teaching in the newly established numeracy time is good. Consequently, pupils' attainment in mathematics has improved steadily since the last inspection. Relationships between staff and pupils are good. Teachers interact with pupils effectively. Particularly good examples are in group work, (especially in information technology), religious education and geography, and during the good range of extracurricular activities.

35. Where teaching is good, staff plan their work carefully, organise activities well and, in a big improvement since the last inspection, communicate their objectives clearly: for example in good review sessions at the start of lessons. In good lessons teachers ensure

work moves with pace, use good questioning techniques and provide activities which are challenging and matched to the majority of pupils' abilities. Teachers are normally well prepared and make good use of resources: for example Key Stage 2 use of artefacts for religious education work on other faiths.

36. Almost five per cent of lessons were judged unsatisfactory. Sometimes sessions judged as satisfactory, or even better overall, have unsatisfactory elements. In some lessons pace is too slow, introductions are too long restricting time available for practical work and leading to rushed plenary sessions and too few opportunities for pupils to reflect on what they are doing. There are occasions when pupils are not appropriately challenged: for example in some cases at Key Stage 1 where the delivery of good planning is not always supported by teachers' expectations or management of pupils. This results in pupils making too little progress.

37. The school is aware of the need to monitor teaching and good intentions are planned in the school improvement plan for co-ordinators to observe teaching in their subjects and offer support. However, this initiative is recent and has yet to have an impact in subjects other than the core.

38. When they are most effective teachers use a combination of praise, and constructive criticism in their marking linked to pupils' individual targets. This is especially successful in English and mathematics. However, there are still some inconsistencies in expectations between classes. The absence of an overview of National Curriculum levels and annotated examples of work in some subjects makes consistency in teacher assessment difficult, especially for new and inexperienced staff.

39. A considerable strength of the school is in teachers' good management of pupils. This has a positive effect on behaviour and contributes significantly to the usually good working atmosphere. Teachers play a major part in creating a good ethos and learning environment: for example in demonstrating how well they value pupils' work in very good displays.

40. The quality of teaching and support for those pupils with special educational needs is very good. Work is very well planned to meet specific needs. Instructions are clear, praise is used constructively and relationships are good. As a result such pupils make good progress. A particular strength is the contribution to such teaching made by learning support assistants. However, too much time is lost when supporting in classrooms when assistants are inactive during lesson introductions and reviews.

41. Most teachers make effective use of a suitable amount and range of homework. This consolidates skills and enhances the curriculum. The newly introduced home/school agreement is proving effective.

### **The curriculum and assessment**

42. A broad and balanced curriculum successfully promotes the intellectual, physical and personal development of pupils. Pupils are well prepared for secondary school. The curriculum has a sound allocation of time except that the time nominated for science at Key Stage 1 is low. Nevertheless standards in science are sound at Key Stage 1. There is some imbalance in art and design and technology where an underemphasis on making skills has a negative effect.

43. The school meets statutory requirements for National Curriculum subjects, together with religious and sex education for pupils. For children under five the school follows the six

areas providing desirable outcomes for learning. In line with national strategy, the school has a literacy hour each day and a daily numeracy period. Both initiatives are effective in raising standards. However, the emphasis on numeracy has recently had a negative impact on the amount of time available for practical problem solving in mathematics.

44. Curriculum planning is effective and provides long, medium and short term plans for supporting teaching. A particularly good feature is that specific learning objectives for each lesson are identified and conveyed to pupils. Sound subject policies and schemes of work are in place for all subjects. These provide good progression and continuity. The implementation of an excellent homework policy makes the provision of homework a strength of the school. Curriculum support is provided by visits out of school and the good provision of extracurricular activities includes sport, music, drama and science.

45. The curriculum provides equal opportunities for all to learn and make progress. There is very good curricular support for those with special educational needs. These pupils have very effective assistance in class.

46. The involvement of governors in the curriculum through the curriculum committee, formed before the last inspection, has resulted in governors being attached to classes but not sufficiently involved in subjects other than information technology.

47. The school has an assessment policy that is providing good procedures for assessing pupils' attainment this term. Assessment is embedded in planning using the guidelines of the Quality and Curriculum Authority documents. Day to day assessment is used well to inform planning and to modify plans where necessary. Statutory tests and teacher assessments take place in Year 2 and Year 6. Other tests in English and mathematics are carried out in every year, except reception. A start has been made on target setting with Year 5 pupils, but the absence of Year 2 data and a profile of standards in each year group, has made it impossible for earlier years.

48. Baseline assessment of pupils takes place on entry and is used well for individuals. However, the fact that this data is not used to give a pattern of the attainment for the whole group is a weakness. For pupils with special educational needs, teachers' assessments relate closely to individual education plans.

49. Recent improvements by the co-ordinator are overcoming the problem of relating assessment to learning objectives. This was noted in the last report as a key issue. Another improvement has been in arranging a meeting to transfer information when classes are handed over to another teacher. The co-ordinator is trialling some other initiatives including the use of specific English targets and self-assessment.

50. All the work seen was marked and helpful remarks are made on some work, but more development of these is needed. To help consistency in assessing the level of work, teacher assessments are using DfEE booklets which demonstrate the expectations of pupils. Both this and other aspects of assessment will be reviewed, as the school is aware of the need to develop assessment further. The lack of collected examples of work particularly in foundation subjects showing what pupils are capable of does not support new, inexperienced teachers in their expectations.

51. The school analyses results carefully and is planning to correct any imbalances in scores: for example where boys reading lags behind girls.

52. End of year reports clearly indicate pupils' behaviour and attitudes to work with some indication of levels of attainment. They are well received by parents. Reports to parents meet statutory requirements with a report on all subjects.

### **Pupils spiritual, moral, social and cultural development**

53. Provision for pupils' spiritual, moral, social and cultural development is good overall. Since the previous inspection the provision has been maintained in most areas though there has been less improvement in the promotion of pupils' understanding of the wider multicultural society. This inspection found that there were insufficient planned opportunities within the curriculum for pupils to reflect and develop spiritual awareness.

54. Provision for pupils' spiritual development is satisfactory. Daily acts of collective worship meet statutory requirements. Pupils are asked to reflect on the moods created by music played at the beginning of assembly. They listen attentively to themes and ideas presented to them, and respond well to questions asked. However, opportunities to develop extended meaningful reflection are often missed. There is some evidence of reflection within lessons: for example pupils in Year 3/4 were asked to consider their feelings about starting in a new class. At the end of Key Stage 2 pupils explore language in terms of its effect before writing poetry and descriptive pieces of work.

55. The moral development of pupils is given a high priority. Staff provide good role models and show care and respect for the individual needs of pupils. The development of universally agreed school rules was identified as a priority during the last school year. All pupils were involved in a brainstorming of ideas and they took part in agreeing the final list of rules to be adopted by the whole school. Pupils are made aware of the importance of fairness and respect when dealing with disagreements. They are encouraged to listen to one another and maintain good standards of discipline during class discussions and in assemblies.

56. Provision for pupils' social development is very good. The methods and organisation employed by teachers promote co-operation and collaboration in the classroom. This starts with children under five who work together to prepare a birthday party. They realise the importance of sharing the special event with others. In circle time Key Stage 1 pupils learn to listen to and respect one another's opinions. They develop the confidence to express ideas and formulate questions. The school council, which is made up of two elected representatives from each of the classes, meets three times a term. Pupils raise issues that have been identified by their own class. Sometimes they are asked by teachers to consider issues of concern to the whole school. Older pupils have other areas of responsibility. Some act as librarians and others are responsible for ensuring the computers in the library are switched on and off at each end of the day. Pupils in Year 6 sit with younger pupils at lunchtime. Whilst there are opportunities for pupils to take on responsibility, there are few opportunities for them to use their initiative. All pupils show respect for property and their immediate environment. Classrooms are tidy and pupils put away equipment at the end of lessons.

57. Provision for cultural development is good. The school has a good programme of outside visits and regularly invites visitors into school. During the last twelve months a wide range of people including the Bournemouth Sinfonietta, two theatre groups, an astronomer and a meteorologist have visited the school. Pupils gain some understanding of other cultures in their studies of different religions and in their geographical studies. They study their own local heritage and visit many places in the locality which are of historical and geographical interest. In the summer term members of the local community work with the school to produce an annual play performed by older pupils.

## **Support, guidance and pupils welfare**

58. The school provides a caring environment where pupils and parents are happy. Positive and supportive relationships exist between staff and pupils. A good programme of induction, particularly into the nursery, prepares young children for school life. It includes home visits. The transition to secondary education is smooth and is enhanced by the residential activities at Key Stage 2. Year 6 make several visits and staff from secondary schools liaise regarding pupils' learning.

59. Teachers have good knowledge of pupils and generally monitor personal development informally. Procedures to monitor pupils' academic progress are good. Support for pupils with special educational needs is very good and individual education plans are of good quality. The recently introduced homework policy is beginning to promote effectively pupils' personal development. A programme of personal, social and health education is provided in each class but delivery is not adequately monitored and class teachers require training.

60. The policy for pupil behaviour and discipline is an important feature of school life. Golden rules are in place throughout the school and classes have their own class rules. The emphasis is on positive behaviour through the awarding of team points. However, the policy is inconsistently implemented throughout the school and this includes lunchtime supervisors. The range of strategies in place to promote good behaviour is limited and not always effective in dealing with instances of poor behaviour. A bullying policy is being formed and the school has recently compiled a policy for pupil restraint.

61. Pupils' attendance is satisfactorily managed. Registers are accurately marked and properly monitored. Absences are monitored by class teachers, but more positive promotion is needed of pupils' attendance, especially in recording unauthorised absence, and punctuality.

62. The nursery teacher is the designated person responsible for child protection. Good procedures are in place and staff have received appropriate training and guidance with regard to child protection issues. The school has good working relations with local agencies: for example, to address educational needs and school attendance.

63. The school buildings and equipment are in good condition and procedures are in place to monitor pupils' health and safety. These are effective with the exception of the storage of stage blocks and physical education equipment in the hall, repair work needed to the exterior of the Elliot building and the wearing of jewellery during physical education lessons. The school is aware of several issues of health and safety relating to the grounds. Procedures for school visits are satisfactory. Staff, including appropriately trained first aid personnel, are on duty at key points of the day. However, suitably trained first aid cover is required when the headteacher is off site and levels of supervision outside at breaktimes and lunchtimes do not adequately cover all areas of the site.

## **Partnership with parents and the community**

64. The school's partnership with parents is very good. Parents are actively involved in school life. They make valuable contributions as part of the governing body as well as in daily routines. Parents are supportive of children's learning. They help regularly in classrooms, and on educational outings. Volunteers work with small groups and assist with practical tasks.

65. Parents receive good guidance from class teachers. Special events and celebration assemblies are well supported. The Friends of Indian Queens School is very active in its promotion of fundraising and social events for pupils and parents. The parents' committee is well supported by the headteacher and events are well supported by staff. The association makes a very significant contribution to the life of the school.

66. Weekly newsletters inform parents about practical matters and specific events. Detailed homework plans and curriculum information is regularly communicated to parents. The home/school agreement is beneficially in place. The homework policy is consistently implemented across the school and homework books are in use. Parents find the headteacher and staff approachable and generally feel that complaints are appropriately dealt with.

67. Parents receive regular information about their child's progress through end of year reports and through consultation and open meetings held each term. Targets are discussed with pupils prior to inclusion in the annual report. Subject assessments and overall comments regarding personal development are provided. Parents of pupils with special educational needs are satisfactorily involved in their annual reviews.

68. Visitors come into school from the community: for example theatre, music and clown groups (particularly in connection with the Africa week), police, clergy and the school nurse. Classes make several visits connected to the curriculum each year. Good use is made of the community and resources particularly in geography and history. Key Stage 2 make residential visits to Delaware Camp, Tehidy Camp and the Isles of Scilly. Pupils visit theatres and music festivals. The school participates in local inter-school sports competitions. School resources are shared and subject co-ordinators meet regularly. Relations with local playgroups are developing. Some teachers in training, nursery nurses and work experience students are welcomed into the school.

69. The school has satisfactory links with the community. Local businesses contribute minor resources. The school supports several national charities. Harvest produce is distributed to senior citizens and carols sung at a local home for the elderly.

## **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

### **Leadership and management**

70. The leadership and management of the school is good. The headteacher leads very well. She has a clear vision for the development of the school which is having a positive effect.

71. Some aspects of leadership and management were criticised in the last report. The school has made good progress in addressing these. There is now a good improvement and development plan which is well constructed and takes a longer view over a three year period. Communication of this plan and the development of management procedures to match them forms the basis of the current phase of the school's development. The roles of senior management team, and subject co-ordinators are more clearly defined, with the result that their involvement in development planning is improving. Monitoring has been improved with the headteacher and co-ordinators. Although there have been improvements: for example in forming a curriculum committee and identifying responsibilities, the school is aware that governors, some of them newly appointed, need to be more involved in evaluating curriculum provision to improve their consideration of cost effectiveness.

72. Overall, the headteacher, governors, senior management team and co-ordinators are making good progress in moving the school forward. This results in pupils' attainment rapidly improving in core subjects and being above average at the end of Key Stage 2. A significant proportion of pupils achieve higher levels, especially in science. The school has clear educational direction and is well placed to develop still further.

73. Procedures for assessing pupils' attainment in core subjects are well managed. Opportunities are being created in some foundation subjects with intentions to extend this to those remaining, to give teachers a clear view of what pupils know, understand and can do. The process of managing the use of assessment to modify planning has improved since the last report. Good use is made of targets as recommended by the Qualifications and Curriculum Authority. However, the absence of a profile of standards for each year group has a negative effect.

74. Governors play an adequate part in the management of the school and fulfil statutory requirements. They are developing links with the staff and the curriculum, some visit the school regularly. The finance committee maintains a satisfactory overview of the budget and the personnel group plays a clear part in managing appointments. Governors' committees have contributed positively to improvements: especially by enhancing staffing to support special educational needs; and with regard to extending buildings.

75. The governors' premises committee monitors buildings and grounds. However governors know that some aspects of health and safety concerning levels of supervision at break, outside lighting, fencing, the temporary classroom, parking and hall storage are in need of attention. Since the last inspection governors have managed building improvements very successfully: for example new classrooms, improved facilities for information technology, better offices and security.

76. Leadership and management of special educational needs is very good. Staff and resources are well managed and deployed enabling pupils to make good progress and, although only working one and a half days each week, the special educational needs co-ordinator has a very positive effect on provision.

77. Nursery provision is managed well as an integral part of the school. Staff and resources are well organised with a very favourable impact on progress, especially for the higher than average proportion of children who begin school with below average skills and experience. Reception is equally well managed with the exception of provision for physical development where the lack of suitable equipment and designated outdoor space has a negative effect.

78. Recent initiatives to introduce literacy and numeracy times are being well managed.

79. The school is particularly successful in managing provision for pupils' moral and social development, with a very positive impact on attitudes and relationships. Most pupils enjoy coming to school. The school's aims and values are clear and are very effectively communicated. There is a strong commitment on the part of the headteacher, and subsequently staff, to raising standards and this contributes significantly to the school's good ethos. The day to day running of the school is good.

80. Parents support the aims and values of the school and are very active and well organised in fund raising and volunteering. Communication with parents and links with the community are well managed. In response to the Ofsted questionnaire and at the parents'

meeting, there were very few negative comments. Parents are clearly supportive of the school's new impetus.

### **Staffing, accommodation and learning resources**

81. There are sufficient teachers with a wide spread of appropriate qualifications to meet the requirements of the National Curriculum. Although there are no staff with art or music qualifications, these subjects are not significantly disadvantaged. The pupil-teacher ratio is average, but class sizes vary widely. Infant classes are below 30, with the reception class having 11 on roll. Year 5/6 classes are large.

82. All staff have a responsibility for one or more areas of the curriculum with a budget for resources. They manage these well. The school is aware that co-ordinators are handicapped in monitoring the work that takes place in classes by a lack of non-contact time and has planned to make time available. Teachers are well supported by trained classroom assistants. Assistants provide very valuable support to learning and behaviour and their work is well integrated with other classwork. However, their role is often passive during whole class activities and they could be used more effectively. Voluntary parental support in classrooms is very valuable as noted in the last report.

83. Sound job descriptions are available for all members of staff. These are due to be revised shortly to increase their effectiveness. There is satisfactory provision for the induction of new members of staff and newly qualified teachers. Staff development is well planned and staff attend courses related to the needs of the school. The appraisal of staff is planned within the required two-year cycle.

84. The buildings provide good quality accommodation, with each classroom having its own cloakroom area. Recent improvements have included the headteacher's office, a disabled toilet and first aid room. Under the 'Reducing Infant Class' size initiative a new classroom is planned to add to one recently extending Year 3/4. The hall is appropriately timetabled and equipped for physical education lessons but space is restricted by the storage of stage blocks and apparatus. However, physical education equipment for children under five in reception is inappropriate and does not encourage their freedom of expression as required by the Desirable Learning Outcomes document. The corridors, food technology areas, separate library and information technology room are all well utilised.

85. Infants, juniors and nursery children have separate play areas. Facilities include playground games, picnic tables and adventure play equipment. The school benefits from its own field and environmental area. The grounds are extensive and well maintained. Security of the school buildings is good. However, governors are aware of some problems regarding fencing, outside lighting and parking.

86. The buildings and site are in good repair, and are well maintained and clean. Classrooms are well organised with good storage facilities. Displays are good and generally the buildings present an attractive environment for pupils.

87. Learning resources in terms of books, materials and equipment are good in numeracy, science, design and technology, religious education, and in physical education apart from for the reception year. Pupils with special needs have a good range and quality of resources. Resources are satisfactory in all other subjects.

88. In English, the range of reading books is narrow and books taken home are often worn. After a recent audit by the school library service, the library is in the process of improvement to include new books.

89. In physical education, equipment for reception year is deficient. These pupils do not have suitable equipment for gymnastics. They do not have appropriate outdoor play equipment similar to that used in the adjacent nursery school.

90. Resources for information technology are much improved since the last inspection although the number of computers is less than average for primary schools. Not all classrooms have an assigned computer although this is planned. The suite of computers in the library is an effective resource.

91. Unused equipment, table tennis tables and stage blocks clutter the hall and are a risk to safety. Otherwise, most resources are stored centrally and are safe, accessible, well organised and labelled.

### **The efficiency of the school**

92. Office administration is sound and benefits from the good support of the local education office. The day to day administration of the school and its finances is good.

93. The school has an average level of expenditure per child compared with national figures which reflects its income. Over the past two years it has spent all money generated by numbers on roll and an extra £17500 from its financial reserves, improving facilities and resources, and maintaining a higher than average number of non-teaching staff. The contingency fund stands within recommended levels. Specific grants: for example for pupils with special educational needs, for staff in-service training and for information technology, are appropriately used for designated purposes. Efficient use is made of money raised by the active parent teacher association.

94. The governors' finance committee confirms the budget proposed by head and senior management team and monitors spending. There is evidence that governors have begun to evaluate the cost effectiveness of decisions as required by the last inspection, but there is more to do to establish this with regard to the curriculum, to add to good work already undertaken with the buildings and facilities. Since the last inspection, when the efficiency of the school was criticised, the headteacher has made good progress in improving the school development plan with appropriate financial links and efficient procedures to establish priorities and create action plans. Ways of consulting with staff, some recently appointed, in order to prioritise spending against the needs of the curriculum are developing well.

95. Co-ordinators manage budgets for their subjects efficiently, albeit that some of these are small. Staff, teaching and non-teaching, are deployed efficiently to support the curriculum. The allocation of staff subject responsibilities effectively covers all curriculum areas. Learning support assistants make a significant contribution to pupils' academic and personal development, but their time during lesson introductions and plenaries is not always efficiently used. Volunteer helpers are well briefed and efficiently used, especially in the nursery, reception and at Key Stage 1.

96. Although the pace of some lessons is too slow: for example with overlong introductions, overall time is used satisfactorily. The teaching time available in the school day is close to national averages for pupils in both key stages.

97. Resources are accessible to staff and pupils in resource areas and are efficiently used, good examples being for numeracy, and religious education. Equipment and learning resources are stored satisfactorily with the exception of large equipment in the hall.

98. The school makes good use of space, although it is aware of the need to improve the storage of large apparatus in the hall, and develop environmental use of the grounds still further. Planning is under review to develop the use of space to improve library facilities.

99. Indian Queens Community Primary School gives good value for money. This takes into account the good nature of standards, particularly in core subjects, and pupils' good progress, attitudes and behaviour. Good quality of provision is evaluated against average expenditure per pupil in this school and is considered in the light of the successful programme of recent developments. This judgment represents an improvement since the apparently similar comments of the last report.

## **PART B: CURRICULUM AREAS AND SUBJECTS**

### **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

100. Provision for children under five is good. Children usually start in the nursery around the age of three and a half. There is a new intake each term. The numbers admitted are determined by how many children move to the reception class. Most children spend four terms in the nursery, attending afternoon sessions for the first two terms. When places are available they then change to morning sessions. During their last term in the nursery children are prepared for the transition to the reception class. They follow a similar programme of activities and make short visits to meet their new teacher and become familiar with their new classroom.

101. The school has adopted the local education authority baseline assessment. Detailed observations made of the children during their first few weeks in the nursery are entered into their individual baseline record. The procedures for tracking progress are good. Each child is carefully monitored and observations are recorded under clear headings based on the guidelines in the document Desirable Outcomes for Children's Learning.

102. Attainment on entry varies, but the baseline assessment used by the school indicates that it is generally below that expected for the age of the children. Evidence shows that children make good progress in all areas of learning.

103. Teaching is good and often very good. The well qualified support staff are fully briefed. They work efficiently and effectively as part of the early years' team. The provision in the nursery and reception classes is carefully organised to take account of the particular needs of children. Activities are planned to cover all areas of learning that children are expected to attain by the age of five. Classrooms are colourful and stimulating and reflect the range of activities children have experienced.

104. Children make good progress in their personal and social development. A very good feature of under fives' provision is the carefully planned induction process. It allows time for staff to develop good relationships with each child when they first attend the nursery class. As a result children settle quickly and choose and participate in activities with interest and enthusiasm. They share resources and show a good level of co-operation in social play areas. Older children in the nursery initiate new ideas in play situations and select equipment independently.

105. Although their attainment on entry is lower than average, children who are under five make good progress in the development of language skills. The planned programme of activities provides opportunities for children to talk about their feelings and experiences. When preparing for a birthday party for 'Honey Bear' they work with the teacher to compile a list of essential requirements. Older children in the nursery can read this using initial sound prompts from the teacher. Their vocabulary is developed and extended during discussions about making cakes and jelly. During story times most children listen attentively and respond to the teacher's questions. Children in the reception class make a good start in reading. They know that print carries meaning and can recognise letters of the alphabet and their sounds. They know the main characters in the reading scheme and can recognise a few key words. Independent writing is encouraged and children can talk about what they have written. Children in the nursery who will transfer to the reception class during this school year follow a similar programme of work. It is appropriately modified to take account of their abilities.

106. Good progress is made in children's mathematical development. A significant number of children in the reception class are making good progress in recognising, writing and counting on to ten. In the nursery class a wide range of activities is planned to give children the opportunity to develop their mathematical understanding. When printing party hats children use circle, triangle and square shapes. All children have been involved in making a large chart to show the number of birthdays in each month. Some of the songs they sing involve counting and matching activities. Recent work, which focused on the story of The Hungry Caterpillar, successfully supported children's understanding of number sequencing and the idea of counting on one more.

107. Children's knowledge and understanding of the world is developing well. Children talk about themselves and their families and past events in their lives. In the reception class children look at photographs of themselves when they were younger and talk about how they have changed. They consider particularly the changes in their physical appearance and the skills they have gained as they have grown. When making jelly for the birthday party they observe the change in the state of the jelly from solid to liquid and back to solid again. When looking at the seasonal changes that occur in autumn, they talk about animals that hibernate and why this happens. Computers are used confidently to develop literacy and creative skills.

108. Children make good progress in their creative development. They have many opportunities to experience and explore a wide range of media. Recently they have made hibernation boxes and used collage techniques to cover them with autumn colours. They use clay to make models of caterpillars and mix colours when exploring the theme of light and dark. They enjoy simple printing techniques and experiment with different ways of applying paint. Children recite and sing familiar rhymes and songs and listen and respond to music enthusiastically. There are good resources for imaginative play including a home corner and an area designed as a baby clinic which links well with the children's work about babies.

109. Physical development is encouraged through a range of indoor and outdoor activities. Children use scissors and glue with increasing control and they are developing good manipulative skills through the use of small construction apparatus, completion of jigsaws and threading activities. Spatial awareness is developed in physical education lessons. Children in the reception class are developing confidence in their use of large fixed apparatus. However, physical education equipment in the hall is not of an appropriate size for such age children. In the nursery, children use a variety of large outdoor play equipment and demonstrate good control and confidence in their movements. Provision for the development of gross motor skills is limited for children under five in the reception class. There is no designated outdoor space. There are no planned opportunities for them to use the large outdoor play equipment stored in the nursery.

## ENGLISH, MATHEMATICS AND SCIENCE

### English

110. The requirements of the National Curriculum for English are met. Results of 1999 National Curriculum tests for pupils at the end of Key Stage 2 show that the percentage of pupils achieving the expected Level 4 was above the national average. It was well above average when compared with schools in similar contexts. This marks an improvement since the last inspection and an improvement on the figures for 1998. 1999 results for seven year olds at the end of Key Stage 1 show that the percentage of pupils achieving the expected Level 2 was below the national average in both reading and writing. Attainment in tests is below average when compared with similar schools. Current inspection findings suggest that standards have risen slightly at Key Stage 1 with pupils in Year 2 now achieving standards in line with the expected levels for their age.

111. Standards in speaking and listening are good at the end of both key stages. Pupils contribute to discussions confidently and clearly. In Year 1 they discuss features of non-fiction books. They use appropriate language when questioned about the content and format. In Year 2 pupils discuss in some detail the purposes of instructions and identify the most important features. In a class assembly presented to the school, pupils spoke clearly and audibly as they told the story of Divali. Pupils at the beginning of Key Stage 2 express opinions and suggest new ideas when discussing the opening sentences from different texts. At the end of the key stage pupils are looking specifically at the relationship between text and diagrams in instructional texts. They select a set of instructions and evaluate their clarity explaining the criteria they applied when making their choices.

112. By the end of Key Stage 2 standards in reading are good. Pupils show an understanding of the main ideas and themes in a range of texts. They read with accuracy and understanding and express opinions about different genre. Pupils are not asked to review and evaluate the books they select for independent reading. The records kept by the class teacher, focus on guided group reading during the literacy hour. There is no evidence of any comments in pupils' individual reading records. Information about the range and number of books read by pupils takes the form of a tick list. Pupils are able to access information from non-fiction texts and use that information selectively. Pupils who have difficulty with reading are satisfactorily supported. By the end of Key Stage 1, standards are in line with those expected for pupils of this age. Most pupils enjoy reading stories. Whilst they read with fluency they do not always respond to the punctuation in the text. They have appropriate strategies for reading unfamiliar words and apply these with growing confidence. Progress in reading is chiefly monitored through assessments made during group reading time. Pupils are encouraged to take books home on a regular basis and a list of the books is kept in a reading record.

113. Standards in writing are satisfactory overall and are good at the end of Key Stage 2. Many pupils in Year 5/6 write fluently and accurately and for different purposes. A scrutiny of previously completed work shows a range of writing in response to different stimuli. Pupils use the characteristics of different writing styles to produce commentaries and dialogue. They write poems and stories using appropriate, and sometimes adventurous, descriptions. An exploration of the language of mystery and fear led to a piece of writing called 'Nightmare'. Pupils at the beginning of the key stage write good reflective accounts of their recent visit to a Tudor mansion. A piece of writing entitled 'All about me' invited others to guess the identity of the writer by the accuracy of the description. By the end of Key Stage 1 standards in writing are satisfactory. Pupils write for a variety of purposes including creative writing, responding to texts and commentary in the form of a diary. They are aware of the importance of capital letters and full stops and are beginning to use them with some

accuracy. The presentation of written work is good. Pupils take care with their writing and handwriting is usually well formed. However, during the period of the inspection there was insufficient use of computers to support and develop writing skills.

114. Pupils make good progress in speaking and listening and reading at both key stages. Progress in writing is good at Key Stage 2 and satisfactory at Key Stage 1. Pupils with special educational needs make good progress as activities are well matched to their identified needs. They are well supported by learning assistants who in turn are well briefed by the class teacher.

115. The quality of teaching ranges from very good to, very occasionally, unsatisfactory. Where teaching is very good the methods used by teachers challenge and motivate pupils. Good planning and preparation maintains the momentum of lessons. It ensures that work is well matched to the different levels of ability and takes pupils' learning forward. All teachers have secure subject knowledge and plan their lessons according to the learning objectives identified in the National Literacy Strategy. Aspects of teaching which are unsatisfactory relate to weaker management of pupils' behaviour, a lack of pace in the delivery of lessons and in the use of learning support assistants during introductions and reviews.

116. The recently appointed co-ordinator has conducted an audit to identify any deficiencies in resources for English. The need to enhance the range of shared reading texts and to replace many of the reading scheme books that pupils take home to read have been identified as priorities.

## **Mathematics**

117. By the end of Key Stage 2, standards in mathematics are above national averages. This represents a significant improvement since the last inspection when standards were in line with national expectations. Standards at the end of Key Stage 1 have improved over a three year period, and are now in line with expectations for this age group for the current Year 2. The school is implementing the National Numeracy Strategy and tasks are planned to match pupils' needs in all classes. These factors, together with good teaching, are having positive impacts on pupils' attainment. The current emphasis is on numeracy. Although all aspects are planned for and the requirements of the National Curriculum for mathematics are met over a two year period, some elements are underemphasised at present.

118. Results of 1999 National Curriculum assessments showed attainment at the end of Key Stage 2 to be well above the national average for pupils reaching both expected and higher levels. When compared with pupils from similar schools, results are well above average at Key Stage 2. Results at the end of Key Stage 1 confirm an improving trend over a three year period, but were slightly down in 1999, reflecting recent staff changes. Test scores were below average both by national and similar schools comparison. Teacher assessments were consistent with test results at both key stages.

119. By the end of Year 2, attainment in using and applying mathematics is average. Good use is made of correct mathematical vocabulary. Pupils choose appropriate operations and calculation strategies. For example, Year 1 pupils look for patterns in addition, finding pairs of numbers and using numbers bonds to facilitate calculations. Attainment in number work is above average. Pupils are confidently developing skills in mental mathematics in oral work and in games. Most develop sound mental strategies and explain methods with increasing clarity. Numeracy skills are used in other areas of the curriculum: for example the use of grids and co-ordinates in geography, and tallying in a 'who works where' survey. By Year 2, attainment in shape, space and measures is average. Pupils are able to recognise geometrical features of shapes and identify simple reflective and rotational symmetry.

120. At the end of Year 6, attainment in using and applying mathematics is about average. Pupils give articulate explanations of the mental strategies they employ, but do not always make a connection between numbers and problem solving. However, they use extensive mathematical language which is supported by class displays. For example, in a Year 3/4 class, there is excellent display, some involving information technology, demonstrating a wide range of mathematical language, covering all aspects of the subject. Numeracy skills are very well developed in daily oral sessions when pupils practise rapid recall of number facts. Most pupils have sound, and higher attainers, quick recall of multiplication tables. Numeracy skills are used in other areas of the curriculum: for example in information technology when using degrees, angles and directional instructions for a programmable toy; and in data handling using graphs and charts. In Year 3/4 geography measurement skills are used to support scale in map work. Attainment in shape, space and measures is average. Pupils calculate perimeters, areas and volume of regular and irregular shapes by practical methods and some using formulae.

121. Progress is good overall at both key stages and, considering below average attainment on entry, judged as good across the school. Standards in numeracy are steadily increasing as a result of well planned oral mathematics sessions and the emphasis now placed on the subject throughout the school. The school is aware of less progress in investigative work as a result of some over emphasis on number, but this is the result of current initiatives. Pupils with special educational needs are well supported and make good progress.

122. Pupils' attitudes to learning are good throughout. Pupils enjoy lessons and behaviour is usually good. Work is neatly presented in workbooks. Pupils respond well to staff and work well together, often for long periods.

123. The quality of teaching is good overall. It was good in two thirds of lessons and very good, or better, in one third, being particularly good at the start of Key Stage 2. Where teaching is at its best, teachers make very good use of practical experience to introduce new ideas. Clear explanations and demonstrations support pupils' learning. Good feedback to pupils during lessons is used well to consolidate learning and encourage pupils to explain methods and thinking. Teachers have good expectations of pupils (although sometimes not enough is required in a given time) and organise resources well. Good relationships ensure pupils are confident to ask questions and feel secure to try different approaches. Mixed age group teaching is made effective by planning work over a rolling programme and at different levels.

124. The curriculum provided is broad and balanced and reflects National Numeracy Strategy guidelines. Over the course of the year appropriate emphasis and time is allocated to all aspects of mathematics. However, there are times when pupils are not sufficiently involved in investigative work with a negative impact on application and understanding. The subject co-ordinator manages the subject well. She has planned opportunities to monitor and support the teaching of the subject, but most of these are yet to happen. Her good management of the budget for the subject has ensured that there are sufficient resources for mathematics.

## **Science**

125. Pupils are achieving sound standards in science at Key Stage 1 and good standards, with some very good features, at Key Stage 2. In 1999, at Key Stage 1 the number of pupils achieving or exceeding the expected levels was below the national average. At Key Stage 2, in both 1998 and 1999, statutory tests showed pupil achievement well above the national average. Teacher assessments agreed with these figures. Standards in tests have remained above the national average for the last three years. In 1999, the proportion of pupils exceeding the expected level in tests was almost double the national figure.

126. Pupils leave the school with a good knowledge and understanding of living things, materials and physical processes. They develop a number of scientific skills at Key Stage 1 including sorting, predicting, observing, and reporting results. Pupils begin to understand the need for a fair test: for example in using the same mass when recording the stretching of different tights. These investigative skills are built on well at Key Stage 2 and pupils' work develops more independence. Throughout, pupils' standards of drawing diagrams are good, but some unnecessary colouring takes too much time.

127. Pupils are making sound progress at Key Stage 1 and very good progress at Key Stage 2. Pupils develop an increasingly complex scientific vocabulary and show good practical skills. Senior pupils can independently set up a simple series circuit. They can independently make clear records of experimental results. Pupils at Key Stage 2 are receiving very good coverage of the National Curriculum backed up with revision for statutory tests in Year 6. Presentation of work is of a very good standard. Pupils with special educational needs make good progress with the support of classroom assistants.

128. Pupils show enthusiasm and interest in their work. Pupils ask and answer questions eagerly and work collaboratively when required. They are attentive, concentrate when listening, and work well on tasks set.

129. Standards of teaching are sound at Key Stage 1. At Key Stage 2 they are good in the majority of lessons and are otherwise sound. Good aspects of all lessons are in planning, organisation and use of resources. Management of pupils and relationships are good. In the best lessons, the excitement of the subject generates considerable enthusiasm in pupils. Some work is too difficult and the pace of lessons is sometimes slow with too much time spent by teachers in talking. Older pupils are not sufficiently encouraged to be critical of the results they obtain. Good use is made of bar charts by Key Stage 2 pupils. However, little use is made of line graphs and there is no evidence of the use of information technology. Unusually, juniors copy notes from the board, but too little of this work was seen to judge its value. Good displays with challenging questions support learning in some classrooms.

130. The subject co-ordinator ensures that the National Curriculum is fully covered in planning, but has currently no time to monitor lessons. Assessment is sound. Good records of the work individual pupils have covered are kept. Resources are good, well organised and managed. The school has a pond for environmental work and plans to develop a wild area.

## **Information Technology**

131. In spite of the good and sometimes very good progress that the school has made over the last year, overall, most pupils do not reach levels expected for their age at the end of both key stages. This occurs because previously pupils have not received their full entitlement to the breadth of the National Curriculum programmes of study for information technology, and have not been able to develop systematically skills, knowledge and

understanding, in all aspects of the subject, year by year. Improvements in information technology have been, and still are, one of the school's priorities and currently the new ranges of skills are being successfully introduced, including access to and use of the Internet.

132. Although pupils do not attain levels expected for their age at the end of Key Stage 1, they are making good progress. This increased progress is an improvement since the last inspection. Pupils in Year 2 can enter text into simple word processing packages and produce sentences that communicate meaning. They can use a graphics program in order to produce a picture of themselves with labels for legs, arms and hands in the appropriate places. They can select clothes, within a different program, in order to dress 'Teddy', but their use of a programmable toy, to which they must give instructions for movement, is very limited as is their access to the use of CD Rom to provide them with information.

133. Attainment at Key Stage 2 is below national expectations, but once again pupils are making good progress. This rapid progress is an improvement since the last inspection. Pupils in Year 6 can enter text into a word processing package, successfully selecting fonts, the size of print and the use of colour. They are beginning to use data handling programs in which they have to enter data and display the results with visual representations such as graphs or pie charts. Pupils in Year 4 are seen using an art package, in which they learn to draw and paint on-screen, using a variety of colours, brush sizes and methods of applying colour. A significant minority of pupils are able to access the Internet, search and find information from a programme on dinosaurs and select the relevant information in order to reprint it. Following this, they save the information in their own files. However, pupils have not had access to the use of sensors for tracking changes in temperature or speed, neither have they had experience of interrogating data and amending results.

134. Progress is now good and sometimes very good in the range of activities, which have been successfully introduced. The recently opened information technology suite is significantly increasing the time available for pupils to access the information technology curriculum, practise new skills and develop competencies. Pupils in Year 2 are making good progress in improving their keyboard skills. They select and click on icons and tool bars to access printing stamps and paint colours and can label their work with their names. Pupils in Year 6 make good progress, with a significant minority of pupils making very good progress in some applications of information technology. They are becoming adept at using the mouse to click, drag and drop objects on screen and can log on and off their workstations and access the Internet without much assistance. They are making less progress, due to limited opportunities, in systematically developing modelling, monitoring and control skills. In effect, pupils are having to start learning skills in the upper Key Stage 2 classes, which they should have learned previously. It will therefore take some time before the steady build up of skills shows itself in pupils attaining at higher levels and in line with national expectations.

135. Pupils with special educational needs are well supported by teachers and by other support adults. As a result they make sound and sometimes good progress.

136. Pupils' attitudes to information technology are very good. On the occasions when pupils were observed using computers, they worked very well by themselves, but equally worked well in pairs, or watched a demonstration as a group or whole class. When working in the information technology suite, pupils are more than capable of helping each other, and often do so without fuss.

137. The quality of teaching overall is good and has shown very good improvement since the last inspection. In the four lessons seen, teaching was excellent in one, very good in another and good in the remaining two. All lessons are well planned with clear objectives.

Teachers have good and improved subject knowledge and provide pupils with activities, which are carefully matched to abilities and interests. Previous learning is reviewed at the start of lessons before new techniques are directly taught well, with opportunities for pupils to practise. Very good use is made of other adults including class assistants, parents and friends to provide a very good ratio of adults to pupils.

138. The school is in the process of adopting the nationally recommended scheme of work for information technology. This is giving good support to teachers and is ensuring that skills, understanding and knowledge are built up in a systematic way.

139. The use made of information technology across the curriculum is not yet fully developed. Good use is made within the development of art. Some use is made in geography, through looking at population figures in an encyclopaedia type program. Pupils use the same type of CD Rom to obtain information on the Romans and on historical timelines. The use of the Internet as a research tool is a more recent addition to the school's reference sources. Overall, there is not yet enough planned use of information technology to support learning, with too little use being made within literacy and numeracy work. However, within the information technology lessons, pupils make good use of speaking, listening and reading skills.

140. The leadership of the subject is very good. The co-ordinator, supported by the headteacher, is very knowledgeable and both have worked hard to arrive at the current position. Good decisions have been taken about the organisation and use of the information technology suite, and there is a clear vision of where the future developments of the subject lie. The new computer club, open to lower Key Stage 2 pupils, provides about twenty of them with good opportunities to put to good use some of their new skills and to carry out their own personal research, which is often missing within their class based work. This well managed club is already having a positive impact on levels of attainment of those pupils who attend.

141. Assessment is good, although plans to improve it further are being discussed. Pupils have some access to making their own assessments and this deserves to be kept when reviewing future changes.

142. The quality of hardware is now good and has improved since the last report. The very recently networked suite has a good number of multimedia machines together with a large screen television, which can be used to illustrate skills to a larger number of pupils. However, there are still needs within classrooms, so that when pupils do not have timetabled access to the computer suite, they might still practise skills, carry out their own research and use information technology more widely across the curriculum.

## **Religious Education**

143. Pupils' attainment is in line with what might be expected in religious education, given the requirements of the locally agreed syllabus. This shows a maintenance of standards since the last inspection. Pupils in Year 6 have sound knowledge of Bible stories and of the structure of the Bible. They can write about some of the main characters and stories they have heard. They have an understanding of some ethical issues such as caring and sharing and of rules, whilst having good knowledge of the differences and similarities in customs and celebrations of Christianity, Judaism, Islam and Hinduism.

144. Pupils make satisfactory progress in lessons, as judged both by observations of lessons and the scrutiny of previously completed work. Work reviewed from the previous Year 6 shows that in this class, progress was often good, with pupils making good gains in

knowledge and understanding. In a lesson in Year 1, pupils were seen to make good progress in consolidating their knowledge of Divali. They were given good opportunities to create their own Divali card, make their own Divali lamp out of clay and then complete a brief, but useful question sheet, to make sure that they remembered the main points of the tradition. Pupils in Year 3 make good progress when discussing rules. They understand the need for them and can relate their own school rules to the wider need for rules in life. Pupils in Year 6 make sound progress in gaining knowledge about the nature of special books which different religions have. Pupils with special educational needs make progress which is appropriate to their own educational programmes.

145. Evidence from the scrutiny of work shows that some good in-depth studies have been made by pupils in Year 6 on aspects of Jewish customs, covering the symbolism of the Seder meal and the Hanukkah candles. There is good photographic evidence of pupils visiting a synagogue and gaining much from the experience.

146. The quality of pupils' response to religious education is never less than satisfactory and is often good, as it was at the last inspection. Pupils enjoy discussing issues when comparing symbols and celebrations in different religions. Younger pupils were full of enthusiasm for their assembly on Divali.

147. The quality of teaching is satisfactory overall, with some good teaching implicit in the previously completed work at Year 6, which shows good use of literacy skills in pupils' extended writing. This is a situation, which compares favourably with that described at the last inspection. In a Year 6 lesson, the teacher showed good subject knowledge, plans and structure to the lesson and made good use of the good supply of resources and artefacts which the school has gathered over time. In a Year 1 lesson on Divali, the teacher had planned for three related activities. A group of pupils were working on making Divali cards, having first noted the features of a commercially produced card. The second group was making Divali lamps with the help of a classroom support adult, knowing exactly why they were important to the Hindu religion. The third group was working, with the teacher, consolidating their knowledge of the celebrations. All of this was well prepared, with tasks matched well to the abilities of pupils.

148. A minor weakness in the work at present, is that whilst in Key Stage 2 it builds systematically from topic to topic, so that pupils make good progress in their learning, the planned work for Key Stage 1 is less systematic. Here, work is carried out in short topics, which do not necessarily relate to each other and do not ensure the smooth accumulation of knowledge and understanding. The locally agreed syllabus has been in place for some time and is soon to be reviewed. A strength in the subject is the good quality resources and artefacts, which the school has collected over time. These add considerable support to pupils' learning and the progress they make.

149. Acts of worship, although often well planned, do not always support the work of religious education in the school. They are often very supportive of moral and social themes, especially in class assemblies. On the other hand, the work in religious education adds a good deal to pupils' spiritual, moral, social and cultural development.

## OTHER SUBJECTS OR COURSES

### Art

150. At the end of both key stages pupils' standards in art are in line with those expected for pupils of a similar age, with some individual examples of higher attaining pupils in reception and Year 1 producing work of higher quality. Standards are broadly similar to those at the time of the last inspection.

151. At the end of Key Stage 1, pupils are able to talk a little about the techniques they use in their painting. They can position facial features on portraits of themselves and of friends, whilst appreciating the need for various interpretations of colour and shape. They often make good progress in the range of colour mixing and media they use. Pupils show an ability to see and mix colours to suit their requirements. They are able to print using leaves and use tiles to produce mono prints. They begin to understand that it takes time to make observational drawings and paintings and try to capture the detail in autumn leaves and twigs. Pupils show sound development and control of clay type materials as they make caterpillars to illustrate the story of 'The Hungry Caterpillar'.

152. By the end of Key Stage 2 pupils maintain sound progress in their work. They work at a satisfactory level with paint, pastels and chalks. However, work in three-dimensional aspects of art shows limited progress. This is due to this element not being as well planned for. Work on famous artists is satisfactorily developed, with some good work noted showing the influence of Claude Monet. Here, pupils are aware of the different skills, materials and ideas used by artists and they try, with success to emulate their work. They show sound skills in drawing and painting when they visit Trerice House and capture the views of the house from different vantage points. Throughout both key stages, pupils with special educational needs make satisfactory progress, sometimes receiving extra support.

153. Throughout the school, pupils' attitudes to art work are satisfactory and in many cases good. Pupils work enthusiastically and enjoy art lessons. Pupils in Year 3/4 in connection with their visit to Trerice House, painstakingly carried out work and persevered with difficult shapes and angles created by the ornate building. Pupils in Year 6 showed good concentration in painting in the style of Monet, using fine line skills and good colour tones. In responding to Rangoli and Mendhi painting, pupils at the end of Key Stage 1 improve their own cultural development and understanding of art work from the wider world community. In this respect work in art successfully supports pupils' cultural development.

154. The quality of teaching is satisfactory at Key Stage 2. At Key Stage 1, only one art lesson was observed, and whilst this was of good quality, judgements of teaching across the whole key stage cannot be made on this single lesson. Teachers achieve an appropriate balance between the need to teach techniques and skills and successfully make links with other subjects of the curriculum. This is noted especially in geography and history. In good lessons, teachers make good use of resources to illustrate the work and give clear advice on skills required. This was seen in a lesson on perspective in Year 6, where the teacher illustrated her lesson with good quality artwork and spent valuable time supporting pupils. Teachers make good use of the several art programs available through the school computers. Pupils learn how to control both drawing and painting tools, improving their sense of colour and shape. There are, however, inconsistencies in the use of sketchbooks throughout the school. This most useful tool for practising and perfecting skills is not regularly used.

155. The co-ordinator for art, is a good example to colleagues and has worked hard to produce a background of support for staff. The extensive central resources base supports

well the resources held in classes. The subject is not a priority in terms of the school development plan. In spite of this, issues such as the use of sketchbooks, the lack of work in three-dimensions in parts of the school, and the lower levels achieved in textile work, deserve consideration in order that the subject can progress further.

### **Design and technology**

156. Pupils at Key Stage 1 are achieving work that is expected of pupils of this age. Not enough work was available to judge levels at the end of Key Stage 2. In general, the range of work on display indicates artefacts showing widely varying individual designs within a broad design brief. Pupils have some opportunities for choice. Sound progress is made at both key stages in understanding the design process. Throughout the school pupils, clearly enjoy their work and are enthusiastic about the subject. Older pupils show a good understanding of the need to design before making. The evaluation of what is, or is not, working well in a product is a strength of the subject and pupils readily discuss the strengths and weaknesses of their designs. Pupils who had made fruit salad, for example, were able to identify how to improve their design by relating it to the size of plate.

157. Only two lessons were seen during the inspection and neither of these was at Key Stage 2. Evidence was obtained from looking at pupils' work, photographic records and interviews with pupils and teachers. These suggest that standards of teaching are sound. Pupils are clearly often encouraged to try out their own ideas: for example in the design of bridges pupils had used a variety of materials including plastic, card, wood and string to produce a wide range of original designs. However, often designs are unnecessarily constrained: for example in making a pencil case, the size and shape and material was prescribed. Pupils do not have enough opportunities to choose a variety of materials, tools and techniques and only seem to choose the decoration.

158. The balance of work done needs to be addressed carefully. Although work is planned over a two year period, in the last academic year the proportion of work related to food was high. Too little work is done on making, disassembly and control of vehicles. Very few pupils in Year 6 have made moving models.

159. The co-ordinator is clear about leading her subject forward. The adoption of the guidelines suggested by the Qualifications and Curriculum Authority should overcome weaknesses noted. This will provide for progression and continuity. Good resources are stored centrally and are safe, accessible, well organised and clearly labelled.

### **Geography**

160. The study of geography has been maintained throughout the school since the last inspection report. Although geography is linked strongly to other subjects such as science and history, planning is for a discrete subject.

161. As a result of the school's structure and timetable little geography was observable during the inspection. However, work was sampled from previous lessons, and pupils and staff were interviewed.

162. In Key Stage 1 pupils make sound progress. They learn about islands and weather patterns. They plan their route to school, and they make detailed plans of their own classrooms. They are beginning to make comparisons between locations: for example differences in life on the Isle of Struay and Cornwall. In Key Stage 2, progress is satisfactory with good features. Pupils become adept at using maps, and know about keys. They

compare their own environment with other continents such as South America and Africa and are introduced to human geography in Year 3/4, investigating where local people live and work. In Year 5/6 pupils make good progress in their understanding of issues such as pollution, in work linked to science.

163. Pupils are willing to work with each other. Most are interested in tasks and sustain concentration. They are pleased to learn. They discuss proposed visits, and are able to describe local field work, which enhances the subject.

164. Teaching is satisfactory in both key stages with good planning supporting the teaching of staff less confident in the subject. Teachers plan lessons using a scheme confirmed by the school in the light of national guidelines. Teachers have a secure knowledge of the subject. They recap on previous lessons well and question pupils effectively. Staff have an appropriate supply of resources to support them in lessons, but the number of atlases is too limited. There is a suitable range of library books to support the subject.

165. The co-ordinator leads the subject effectively. He manages a budget successfully and is knowledgeable about the subject. He supports other staff well.

## **History**

166. Progress in history is good throughout the school. In Key Stage 1 pupils compare aspects of their own lives with past times using pictures and artefacts. Pupils in Year 1 studying toys that children played with in the past, look at a simple time line of toys. They begin to draw conclusions about the past through an examination of the different materials used to make the toys. By the end of the key stage pupils develop an understanding of the way in which pictures and artefacts can be used to find out about aspects of the past. They examine pictures of Florence Nightingale and discuss the factors that make historical figures famous.

167. Pupils at the beginning of Key Stage 2 know that Henry VIII had six wives. They make good progress in their understanding of his reasons for using marriage to forge an alliance with another country. They locate the Tudor period on a timeline and use existing knowledge and understanding to comment on the appearance of rich people in Tudor times. At the end of the key stage, pupils use various sources of information when selecting and recording evidence about features of Victorian schooling. They make comparisons with school life today and become familiar with the language associated with Victorian education.

168. Pupils' response to history is good. They enjoy their work and participate enthusiastically when undertaking a variety of tasks. They show sustained concentration and the ability to work collaboratively when examining evidence. The quality of work displayed around the school and in classrooms is good. It reflects a high level of interest in the subject by both pupils and teachers. History makes a good contribution to English. For example pupils in Year 3/4 write good accounts of their recent trip to a Tudor manor. Research skills are developed in Year 5/6 when pupils select key features of Victorian schooling from a range of sources.

169. The quality of teaching was good in lessons observed. It was characterised by good subject knowledge and methods and organisation that stimulated and maintained pupils' interest. Teachers strike a good balance between questioning pupils to challenge their thinking and explaining new areas of learning. Resources are used well to aid pupils' understanding and to enable them to gather information about specific aspects of the topic

being studied. The school has recently introduced a commercial scheme of work, which has been enthusiastically adopted by the staff. The knowledgeable subject co-ordinator monitors history planning to track the development of skills and understanding.

## **Music**

170. Standards in music at the time of the previous inspection were good at Key Stage 1 and satisfactory at Key Stage 2. Inspection evidence indicates that standards throughout the school are satisfactory. A newly qualified teacher has been very recently appointed to the school to take on the management of the subject and it is too soon after her appointment for her to have had a real impact on standards in the school.

171. Pupils in Key Stage 1 make satisfactory progress in music. They make better progress in singing and composition than they do in listening and appraising. They enjoy singing in assembly and in class they sing nursery rhymes and counting songs such as 'Ten green bottles' and 'The party buns'. They sing action songs such as 'Head and shoulders' with good volume and in tune. Evidence of previous work shows that pupils have ability to clap the syllables of their names and are able to use simple percussion instruments instead of hand clapping. Not enough planned opportunities are created for pupils to listen to a wide range of music appropriate to their ages and interests.

172. At Key Stage 2, pupils make good progress with their singing and composition work. Pupils are seen working at rhythm exercises in which they clap rhythms taken from words in their Victorian topic. They clap the rhythm to 'Charles Dickens, Florence Nightingale and Queen Victoria'. They then have good opportunities to work in teams, using different untuned percussion, and are conducted by the class teacher, who writes a score on the board for groups to follow. Older pupils have a good opportunity to take part in a much larger performance when they present their summer concert to parents. The last concert, 'The Lost Ticket', involved a great many pupils singing and playing. It gave pupils a good opportunity to feel the thrill of performing to a large audience. At Christmas, a wider range of pupils from both key stages are active participants. Pupils at Key Stage 2 do not get enough access to listening and appraising music. They are not being guided to listen to a wide range of music and to reflect and make sensible comments on mood, musical elements and instruments that they hear. At both key stages, pupils with special educational needs make satisfactory progress, but do not often receive any extra support in the subject.

173. Pupils are enthusiastic about music making and are happy to experiment with rhythmical playing. They enjoy working together, but many are equally happy to play individually. They treat instruments well and are prepared to persevere and rehearse their work, as noted in two Year 6 lessons. Pupils are not given enough access to a wide range of multicultural music. An assembly featured Indian music, but this type of opportunity is not planned clearly enough into the medium term plans.

174. The quality of teaching is never less than satisfactory and is sometimes good. Teachers are enthusiastic about music and although some teachers do not feel confident, they follow their own carefully written plans and cover the content of the work well. They make good use of resources, but very limited use is made of information technology in the composition of music. Good use is made of tape recorders to record their finished pieces and to listen to radio music programmes.

175. Numeracy skills are well used in exercises containing counting elements, but literacy skills are underused in the subject, as pupils are rarely asked to write at any length about their musical experiences.

176. The school is aware that once the newly appointed teacher has completed her first year in the school, there will be a pressing need to review the position of music with a view to addressing some of its shortcomings.

177. There are sound opportunities for pupils to take part in a creative arts club after school. This is a most enjoyable and exciting club, and in time will give good support to pupils' musical development. Currently there are no opportunities for pupils to learn to play musical instruments individually, although a newly formed recorder club is beginning to redress the situation.

178. Whilst resources overall are satisfactory, the lack of recorded music covering a wide range of styles and cultures is prohibiting the development of pupils' listening and appraising skills, and is not supporting well enough, their cultural development.

## **Physical Education**

179. There are strengths in elements of gymnastics at Key Stage 1 and dance at Key Stage 2. Standards in games at Key Stage 2 were criticised in the last report. This situation has been improved, partly as a result of a new co-ordinator and through the good range of extracurricular activities. The subject is now satisfactory throughout. Pupils with special educational needs are given good support and make sound progress. Pupils in both key stages are making satisfactory progress in physical education, and reaching standards expected for pupils of their ages.

180. Pupils show good control of movements and good use of initiative in gymnastics in Key Stage 1. They travel well using a variety of movements. Pupils are beginning successfully to link movements together to form sequences. They throw and catch with appropriate accuracy and control, and are developing good hand/eye co-ordination in games. Some hall apparatus is old and cumbersome and difficult for young pupils to transport. This is not conducive to the kind of work necessary for those in reception.

181. Pupils develop greater control, with good emphasis being put on the quality of movements in Key Stage 2. They are well aware of safety when moving, and have a good awareness of others around them, particularly when working in groups. They handle apparatus and equipment safely, and take responsibility for setting it out and putting it away. In dance, pupils use imagination well, and respond very well to music as a stimulus. Pupils use initiative well, and are not content simply to copy the movements of others.

182. Pupils are keen and enthusiastic, and willing to learn new skills. Their response to physical education is good: for example in Year R gymnastics and in Year 5/6 rugby. Pupils work well together, co-operating in mixed gender groups, and usually behaving well. Pupils are appreciative of the work of others and listen well to instructions.

183. Throughout the school teaching ranges between satisfactory and good. It is good overall. Lessons begin with good warm ups particularly with stretching movements. There are usually clear learning objectives and there is a good range of activities. In most cases, there is satisfactory pace to lessons, with pupils being active for much of the time. However, more attention needs to be paid to long hair being tied back and to watches and jewellery. Planning is good, with due regard to safety, However, on occasions space and equipment are not always used to the full to reduce the size of groups and keep pupils moving at a good pace. Teachers have sound knowledge and understanding, and effectively put across appropriate teaching points, although too much explanation and discussion does negatively

affect some Year 3/4 lessons. Insufficient attention is sometimes paid to what pupils who are not participating will do during lessons.

184. Extracurricular activities are of good quality, and enable pupils to benefit in terms of acquiring and improving skills, and through social interaction. There are opportunities for competition within the school such as on sports days, and matches against other local schools. There is a broad curriculum for physical education, which includes outdoor and adventurous activities when pupils go on visits, and swimming in Key Stage 2. However, insufficient assessment opportunities are featured in planning and records of individual pupils' performance are inconsistently kept although informal assessment does inform future planning and staff work well together to evaluate their work.

185. Resources are good in both quality and quantity with the exception of suitable apparatus and equipment for young children.

### **Swimming**

186. The inspection of this school included a focused view of swimming which is reported below:-

No swimming took place during the inspection, but all Key Stage 2 pupils are involved in a programme as required. The school makes good use of a public pool in a nearby town and reports that 90 per cent of pupils achieve the required 25 metres before they leave and that a significant proportion are good swimmers. Plans and organisation are in place to identify and support those who are unsuccessful. Pupils questioned, display positive attitudes to swimming. Staff and helpers report that behaviour at the pool, and when travelling, is good. Currently no member of staff holds qualifications in swimming (although all have had basic first aid training), but in-service work is planned to rectify this. Good use is made of the expertise of trained swimming instructors employed at the pool.

## **PART C: INSPECTION DATA**

### **SUMMARY OF INSPECTION EVIDENCE**

187. The team consisted of five inspectors including one lay inspector. The inspection was carried out in the week commencing 1st November 1999 and covered 19 inspector days of observations and interviews. Before the inspection the Registered Inspector attended a meeting of parents to discuss inspection issues and hear the views of 11 parents. During the course of the inspection the inspection team observed 91 lessons or parts of lessons, attended daily assemblies and observed registration periods and a range of school activities. In total the team made 178 observations which accounted for nearly 102 hours spent in gathering first hand evidence.

188. A sample of pupils from each year group was heard reading. Pupils' behaviour in the playground and around the school was noted. Discussions were held with members of staff, governors and pupils. The inspection team scrutinised policy documents, teachers' planning, financial statements, pupils' records and attendance registers. During the week, inspectors viewed, in detail, samples of work from each year group. These represented all abilities. Inspectors evaluated the provision and use of staffing, accommodation and resources.

**DATA AND INDICATORS****Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR -Y6	248	5	58	50
Nursery unit	24.5	1	N/A	N/A

**Teachers and classes****Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):  
Number of pupils per qualified teacher:

10.3

23.9

**Education support staff (YR – Y6)**

Total number of education support staff:  
Total aggregate hours worked each week:

16

222.5

**Qualified teachers (Nursery unit)**

Total number of qualified teachers (full-time equivalent):  
Number of pupils per qualified teacher:

1

23.5

**Education support staff (Nursery unit)**

Total number of education support staff:  
Total aggregate hours worked each week:

3

52.5

Average class size:

27.6

**Financial data**

Financial year:

98/99

	£
Total Income	451645
Total Expenditure	447231
Expenditure per pupil	1552
Balance brought forward from previous year	25245
Balance carried forward to next year	29659

## PARENTAL SURVEY

Number of questionnaires sent out:

295

Number of questionnaires returned:

40

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	40	52.5	7.5		
I would find it easy to approach the school with questions or problems to do with my child(ren)	65	35			
The school handles complaints from parents well	32.5	52.5	15		
The school gives me a clear understanding of what is taught	43.6	48.7	5.1	2.6	
The school keeps me well informed about my child(ren)'s progress	52.5	45	2.5		
The school enables my child(ren) to achieve a good standard of work	47.5	50	2.5		
The school encourages children to get involved in more than just their daily lessons	55	42.5	2.5		
I am satisfied with the work that my child(ren) is/are expected to do at home	47.5	47.5	2.5		
The school's values and attitudes have a positive effect on my child(ren)	47.5	45	7.5		
The school achieves high standards of good behaviour	32.5	57.5	10		
My child(ren) like(s) their school	62.5	35	2.5		

### Other issues raised by parents

The overwhelming response of parents to the school is positive. Inspectors support this view.