

INSPECTION REPORT

GORRAN PRIMARY SCHOOL

St Austell

LEA area: Cornwall

Unique reference number: 111882

Headteacher: Philip Beaumont

Reporting inspector: Lorna Brackstone
21872

Dates of inspection: 9 – 10th December 2002

Inspection number: 247157

Short inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|----------------------------------|
| Type of school: | Infant and junior |
| School category: | Community |
| Age range of pupils: | 4 to 11 years |
| Gender of pupils: | Mixed |
| School address: | Gorran St Austell Cornwall |
| Postcode: | PL26 6LH |
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| Appropriate authority: | The Governing body |
| Name of chair of governors: | Clare Semple |
| Date of previous inspection: | 2 March 1998 |

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Gorran Primary is a small school, catering for boys and girls aged between four and eleven. It is situated in the village of Gorran, which lies in the Roseland area of Cornwall. There are 81 pupils in school, 53 boys and 36 girls. The majority of pupils are from the local catchment area that covers a wide range of socio-economic circumstances, including families involved in the Eden project, farming, the arts and occupations linked with tourism. All pupils are of white UK heritage and there are none with English as an additional language. About seven per cent of pupils are eligible for free school meals and this is below the national average. Nineteen per cent of pupils have specific learning difficulties and this is about average. These difficulties include speech problems, dyslexia, and muscular dystrophy. Two pupils have statements for special educational needs. The school has three classes; Years 5 and 6 are taught together in Class 1 by the headteacher for three days per week and a part-time teacher for the rest of the week; Class 2 consists of Years 3 and 4 and this is a large group of 32 pupils. Class 3 includes the reception children, most of whom are part-time, and Years 1 and 2. However, a part-time teacher takes the reception class during the morning session. Children start school on a part-time basis at the beginning of the term in which they will be five. Assessments carried out when the children first start school indicate that overall standards in all areas of learning are lower than expected. A significant number of children start school with speech problems and listening skills are weak.

HOW GOOD THE SCHOOL IS

This is a very effective school that adds a lot of value to its pupils' education. Most children start school with levels of attainment that are below those expected at this age. However, by the end of Year 6 they are attaining good standards in all subject areas. This is because the leadership and management of the school, the quality of teaching and the curriculum are all of a very high standard. The school provides very good value for money.

What the school does well

- By the end of Year 6, standards are above average and all pupils, including those with specific learning difficulties, achieve well.
- The headteacher leads the school very well. His senior teacher, staff and governors support him effectively.
- Teaching is very good and this leads to pupils making very good progress overall.
- Pupils have very positive attitudes to school, are very well behaved and have excellent relationships with other pupils and adults. This is due to the very good emphasis placed on personal development that is enabling the pupils to become thoughtful young people.
- A very broad and balanced curriculum is offered to the pupils. This is enhanced by very effective links with the local community.
- The school cares very well for its pupils.
- Parents have the highest possible regard for the school and have every confidence in what it does. This is clearly reflected in the contribution parents make through providing classroom support and by organising fundraising events.

What could be improved

- Standards in handwriting throughout the school.
- There is insufficient space available for the teaching of pupils and for administrative purposes. In addition, staff do not have a quiet area for breaks and are not able to hold confidential meetings.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1998 and has made very good progress since then. A new headteacher has been appointed who has brought a strong sense of direction and purpose to Gorran School. He has implemented an effective school-development plan and ensured that there are consistent schemes of work in place for all subjects. Pupils' work is now carefully checked and monitored. The information gathered is used to plan activities. Standards in all subjects have improved and overall attainment is good. The professional development of all staff has been formalised and is now of very good quality. In addition to the key issues highlighted at the last inspection, there have been improvements made in curriculum opportunities and provision for spiritual, moral and social development. The quality of teaching and learning has also improved and is now consistently very good. Relationships were considered good at the past inspection but are now considered of excellent quality. The school has a shared commitment to improve and a very good capacity to succeed under the direction of the dedicated headteacher, staff and governors.

STANDARDS

Overall, achievement at Gorran School is very good. Children start school with overall levels of attainment that are below those expected for this age group. Speaking and listening skills are particularly weak. All children, including those with specific learning difficulties, make good progress in the reception class. However, because of the relatively short amount of time they experience in the Foundation Stage, few have attained the nationally agreed levels of attainment by the start of Year 1 of the National Curriculum. Good progress is made in Years 1 and 2 and pupils attain expected standards at the end of Year 2. This good progress is maintained in Years 3 to 6. As a result, by the end of Year 6, standards overall are above average. Although it is inappropriate to compare standards in a small school with those nationally, it is evident that current standards reflect those in the Year 6 unvalidated standardised tests of 2002 where the three pupils in this cohort achieved higher than expected levels in English, mathematics and science. Current standards in Year 2 indicate an improvement since the 2002 unvalidated tests because more pupils are working within the expected level for their age group. This is because the Year 2 cohort had a significant number of pupils who were summer born and had very little time in the reception class. In addition, several pupils had a very low level of skills on entry into school. Overall, pupils achieve very well at this school.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|--|
| Attitudes to the school | Pupils really enjoy school and are very eager to take part in activities. They value their school and are extremely proud of their achievements. |
| Behaviour, in and out of classrooms | Pupils are extremely polite, very communicative and well mannered. This has a very positive impact on their learning. |
| Personal development and relationships | Pupils' levels of personal development are very good and their relationships are excellent. They work together very well, use their initiative appropriately and great consideration is shown towards others, especially between pupils of different ages. |
| Attendance | Levels of attendance match the national average and unauthorised absences are few. |

TEACHING AND LEARNING

| Teaching of pupils in: | Reception | Years 1 – 2 | Years 3 – 6 |
|------------------------|-----------|-------------|-------------|
| Quality of teaching | Very good | Very good | Very good |

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

The overall quality of teaching and learning is very good throughout the school. Teachers have very good subject knowledge and teach the basic skills of literacy and numeracy effectively. They have very high expectations of standards of work and behaviour and all pupils, including those with specific learning difficulties, are fully included in every aspect of school life. This has a very positive impact on the quality of learning for all pupils, including those with specific learning difficulties. Class management is a real strength and mutual respect between teachers and pupils is very evident. Day-to-day assessments are of very high quality and very good use is made of marking pupils' books to both praise their efforts and provide direction for future work.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|---|
| The quality and range of the curriculum | This school offers a very well balanced curriculum for all of its pupils with a very good range of extra-curricular activities, visits and visitors. |
| Provision for pupils with special educational needs | Those who have statements of educational needs are very well provided for and those with specific learning difficulties receive very good support. |
| Provision for pupils' personal development, including their spiritual, moral, social and cultural development | Overall, this is very good. Spiritual, moral, social and cultural development has a high priority within the curriculum and the day-to-day life of the school. As a result, pupils become socially mature and develop a very good sense of citizenship. |
| How well the school cares for its pupils | The school takes very good care of its pupils and has very good arrangements in place for their welfare and health and safety. Their personal and academic progress is recorded effectively. |

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|--|
| Leadership and management by the headteacher and other key staff | The school is very well led by the headteacher, who has a strong sense of direction and purpose. The senior teacher supports the headteacher very well and together they form a very effective management team. |
| How well the governors fulfil their responsibilities | Governors are very hard-working and are actively involved in the life of the school. They have a clear understanding of the school's strengths and work very well with staff to promote its further development. |
| The school's evaluation of its performance | This is very good. Staff and governors are self-critical and use formal and informal evaluation very well to move the school forward. |
| The strategic use of resources | The funding made available to the school is spent very carefully, and efficiently promotes pupils' learning. The school applies the principles of best value very well. Staff and governors make concerted efforts to consult all those with a vested interest in the pupils' education and to obtain good value for money. They carefully compare how well the school is doing with the national picture and have a good programme of continuing development. |

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|--|---|
| <ul style="list-style-type: none">• They feel that their children are making good progress at school.• The quality of teaching is good.• Teachers have high expectations.• They are comfortable approaching the school with questions or problems.• They feel well informed about their children's progress.• The school helps their children to become mature and sensible.• Parents feel that the school works closely with them.• They are pleased with the behaviour in school.• Their children like going to school.• They are happy with the amount of homework given.• They feel that the school is well managed and led. | <ul style="list-style-type: none">• The range of activities outside of lessons. |

The inspection team agrees with all the positive views of the parents. However, inspectors are unable to confirm that the range of activities outside of lessons could be better. Pupils experience a very wide range of extra-curricular activities, including educational trips and visitors to school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

By the end of Year 6, standards are above average and all pupils, including those with specific learning difficulties, achieve very well.

1. Most children start school with levels of skills in all areas of learning that are below those expected for this age group. A significant number of children start school with speech problems and listening skills are particularly weak. Good progress is made in the Foundation Stage, but, because of the low levels on entry and the minimal time many children spend in the reception class, standards are still below nationally-agreed levels by the time that the children are ready to start Year 1 of the National Curriculum. However, by the time the pupils reach the end of Year 2, standards in reading, writing, mathematics and science are in line with the national averages for this age group. This represents good achievement made in Years 1 and 2. Current standards in Year 6 are above the national average in English, mathematics and science. This also represents good achievement in Years 3 to 6. Overall, achievement in this school is very good.
2. In the current Year 2 class pupils have developed their speaking skills and listen carefully to each other. They recognise familiar sentences accurately, use a wide range of techniques to work out unknown words and confidently talk about their favourite books. Pupils understand the difference between stories and factual books and have started to read with expression. More-capable pupils write confidently in full sentences and use both capital letters and full stops effectively. Most pupils are able to write in sufficient detail to engage the interest of readers. They are also developing their story writing and poetry skills well. For example, one pupil wrote a poem about a 'Shoe Shuffle'. He said that you should '*Listen to Dougie's feet as he waddles down the street in his boots; widdle, waddle, widdle, waddle, widdle waddle feet.*' However, their handwriting is not consistently formed and is not always legible. By Year 6, pupils listen to each other with good levels of interest and speak confidently about a wide range of topics. They read with fluency and expression and have a good knowledge of a wide range of books and authors. Their writing is interesting and used for a wide range of purposes. Pupils write in formal styles, such as reports and letters. For example, they know how to plan, edit and revise their writing in order to present it for publication in a school newspaper. The pupils use their writing skills to support other areas of the curriculum. For instance, they have written pen portraits of famous people in history such as Hercules and ensure that the reader's interest is captivated by an interesting use of words. They create captions for geography displays and prepare booklets for theme parks. Pupils use lively vocabulary to create poems and use mature and detailed language. However, although accurate use is made of a wide range of punctuation such as commas and apostrophes, their writing is untidy and not always presented in a joined-up style.
3. In mathematics most Year 2 pupils are able to count forwards and back, write and sequence numbers up to 100 and add and subtract two numbers at a time. They understand that ' $8 + 8 + 8$ ' is the same as ' 8×3 ' and are able to work out simple division problems. Pupils also recognise odd and even numbers and tell the time using '*o'clock*', '*half past*', '*a quarter to*' and '*a quarter past*'. They use their numeracy skills to solve simple money problems and confidently recognise three-dimensional shapes. Inspection findings indicate that, in Year 6, pupils have a good understanding of mathematical vocabulary. For example, they use suitable methods of calculation using inverse operations and then confidently check their results with a calculator. The pupils understand fractions and convert them into decimals. They are able to plot shapes

using co-ordinates and know that angles within a triangle add up to 180 degrees. They confidently calculate the sum of angles within a triangle and know how to use protractors accurately.

4. Pupils' scientific skills in the current Year 2 have developed well. Most understand that sound travels and know that different types of string carry sound better than others. Pupils know that when investigations are carried out they need to be fair and they actively involve themselves in simple tests. For instance, a group of pupils in Class 3 were observed investigating whether string, thread or nylon was the best conductor of sound.
5. Current standards in science are good in Year 6. They have a clear understanding of a fair test and confidently make predictions. For example, they predict how substances will react when added to water. The pupils also understand that some mixtures cannot be reversed after dissolving in liquid. They use graphs and tables to present results and make good use of scientific terminology, such as the term '*viscosity*'.
6. Although standards in other subjects throughout the school were not a focus of this inspection, it was evident from Christmas preparations that standards in music are good throughout the school. This is because of the very good teaching that is provided by a specialist teacher. Pupils of all age groups sing in tune well, using good expression and accurate pitch. They confidently perform in a group and maintain their own parts. They improvise rhythmic phrases and suggest how to improve their performance. Pupils really enjoy listening to a wide range of music and confidently discuss the different features in the tunes. For instance, pupils were observed listening and evaluating the piece of music '*Troika*'. They were able to identify that Prokofiev had written the piece of music and remembered that he had also composed '*Peter and the Wolf*'.

The headteacher leads the school very well. His senior teacher, staff and governors support him effectively.

7. The school is very well led by the headteacher, who gives a strong sense of purpose and direction to the life of the school. Daily routines are well established to give a calm and relaxed orderliness to the day. Improvement is kept central to the school through daily informal discussions, the formal structures of staff meetings and school improvement planning. The effectiveness of the leadership and management and the headteacher's enthusiasm for the school can be seen in the willingness and openness of pupils, staff, governors and parents to share concerns and work together to find solutions.
8. The headteacher, staff, pupils and parents are proud of the sense of community that is such a strong feature. The contributions made by everyone to the life of the school are valued. They have a sense of ownership and this helps everyone to be part of a team. For example, the pupils talk of the respect that staff have for them. Parents refer to the consideration given to their suggestions by the headteacher.
9. Teachers in their roles as subject co-ordinators look carefully at what is happening in their subjects and put forward suggestions that feed into the overall improvement plan. Information that is collected from tests, assessments and looking at pupils' work is analysed carefully to see what is going on well within subjects and which areas might need additional support. Staff are always seeking to find improved ways of working and continually analyse curriculum provision to ensure that they use what works well. Subject leaders actively support colleagues in all aspects of teaching. They provide practical support, such as dealing with technical problems of computer equipment, or

ensure that the required resources for specific units of work are readily accessible. Very good use is also made of their subject specialisms. For instance, an extremely talented teacher takes Years 3 to 6 for dance, whilst excellent use is made of a music specialist throughout the school.

10. Governors are fully committed to supporting the school. Most of them visit regularly to talk to staff and see what is happening in classes. Staff value governors' opinions and ideas and welcome their involvement in school life. Governors feel an integral part of the school life because of the openness and the welcome given to them. They enthusiastically promote the school's place in the community and take pride in organising enterprising projects to enhance funds or seek specific grants. For example, with the expertise of a governor, the school was able to raise considerable funds for new books. This was achieved by hosting the *'The Hubbub'*, a festival of creative diversity. Held last summer, it involved poets, songwriters, playwrights, authors and performers who form part of the local Gorran community. A similar project is in the early stages of development for the forthcoming summer.

Teaching overall is very good and this leads to pupils making very good progress overall.

11. The overall quality of teaching and learning is very good. Teachers have a very secure knowledge and understanding of the subjects they teach and this is demonstrated in the range and quality of the work that is produced by pupils. For example, this is particularly evident in Class 3, where a high priority is given to the children's development. All adults involved with this age group have a good understanding of the ways in which young children learn and are sensitive to their individual needs. Staff work hard to provide an appropriate and stimulating range of learning activities. The response from the children is very positive; they are interested, motivated by their work and concentrate well. Lessons are conducted in a calm, orderly manner and the children are managed well.
12. Throughout the school the basic skills of literacy and numeracy are taught effectively. All teachers have a very thorough knowledge of the requirements of the National Literacy and Numeracy Strategies and this ensures that skills are taught well. They prepare their work thoroughly and identify precise learning targets that are conveyed to the pupils. This results in the pupils knowing what is expected of them. The teachers are skilled in asking questions that require pupils to think carefully before they answer and pupils' self-confidence improves when they are praised and encouraged. For example, in a very good numeracy lesson in Class 1, the teacher very effectively used praise to support the pupils' learning. During this lesson the pupils were encouraged to suggest a wide range of methods for calculating mathematical problems. They were also required to estimate their answers and then check their results using a calculator. The teacher then used their individual efforts to illustrate a number of teaching points. More-capable pupils are encouraged to work at their own level and achieve good levels of understanding. Overall, pupils work at a very good pace during literacy and numeracy sessions and their concentration is maintained throughout the lesson.
13. Teachers generally have very high expectations of behaviour, and pupils respond appropriately when working in groups and pairs. Work is carefully planned and activities match the needs of all pupils. This has a very positive impact on the quality of learning for all pupils, including those with special educational needs. Class management is a real strength and mutual respect between teachers and pupils is very evident. Teachers and classroom assistants support the different groups and resources are used very well. For example, very good use is made of information and communication technology programs to support their work and ensure that all pupils

are fully involved in the lesson. Day-to-day assessments are of very high quality and use is made of marking pupils' books to both praise their efforts and provide direction for future work. Homework is set throughout the school and is used to extend what is learned in school.

14. A particular strength of the teaching is the good use of cross-curricular links to promote different topics. For example, pupils in Class 1 used their skills in information and communication technology to create an article for a newspaper. This required skills in both literacy and information and communication technology to successfully achieve the end result.
15. Pupils with specific learning difficulties make very good progress in relation to their prior attainment as a result of effective teaching that takes into account all their needs. Teachers provide good support for learning through well-matched tasks and the good use of the high-quality support assistants.

Pupils have very positive attitudes to school, are very well behaved and have excellent relationships with other pupils and adults. This is due to the very good emphasis placed on the provision for personal development, which enables the pupils to become thoughtful young people.

16. All pupils speak enthusiastically about coming to school. As soon as children start in Class 3 they are helped to understand what is expected of them and rapidly learn the school routines. They listen carefully and are eager to join in all the activities. Pupils particularly like the school because it is small and they know everyone. They feel that everyone is friendly and there is nothing that they do not like about the school. They get on very well with one another and enjoy the highest-quality relationships with all adults in school. These very good attitudes have a very positive impact on their learning. The programme for *'The Hubbub'*, the Festival of Creative Diversity in 2002, described Gorran School as *'a joy, a delightfully buzzy, happy place'*. The inspection team wholeheartedly endorse this.
17. Pupils value what their school offers to them. They are proud of their achievements and confidently discuss the projects that they have been involved in within the local community. For instance, they are involved in a Millennium Woods scheme and have also helped a local National Trust warden to improve a number of local ponds for the benefit of the wildlife. In Years 5 and 6, the teachers provide many opportunities for pupils to evaluate their own work and the work of others. For example, in a numeracy session they explained clearly how they had reached the answers in their mathematical problems. Through this they became increasingly aware of their own development and this had a very positive impact on self-esteem and attitudes to school.
18. Pupils are quick to respond to each other. For example, they applaud in class when someone's work is good. They learn to listen very courteously when others are talking and work together very well without fuss. The pupils have genuine confidence in their teachers, particularly the headteacher, whom they describe as *'relaxed, but a really good teacher'*. All the pupils' efforts are displayed carefully and attractively on the walls around school. For instance, pupils in Class 2 have worked hard making purses using a wide variety of different fastenings and these are displayed attractively in their classroom. Pupils in Class 1 have created slippers, which have been carefully designed with a good range of different materials. These too have been displayed with thought and care. This reflects the way in which the pupils' work is valued; warmth, trust and humour are evident in relationships at all levels.

19. Pupils behave well at all times. They are polite and considerate towards others. This very good behaviour contributes to the orderliness of the school, both in lessons and leisure times. For example, pupils behave very well in the playground together. At lunchtime pupils sit sensibly and chat at an acceptable level and show good manners. They enjoy these times and are courteous to lunchtime supervisors. When adults move around the school, pupils spontaneously open doors or stand to one side to allow adults to pass. Both in the questionnaires and at the parents' meeting held before the inspection, parents reported that their children enjoyed school and they felt that behaviour was good. These opinions are well founded; the pupils' politeness and good manners are a credit to them, the school and their parents. This very good behaviour makes a positive contribution to their learning because there is so very little time lost to unnecessary distractions or disruptions in lessons. For example, when pupils come in from playtimes they are ready to get on with their work and do not lose time sorting out squabbles. The behaviour of the oldest pupils is excellent in lessons. For instance, they are eager to talk about their school and offer advice on the lunchtime systems to visitors. Pupils in Year 6 are very proud of their school and particularly like it because it is small and *'You can name everyone'*. They confidently explain that they *'don't have bullying. It doesn't happen here. If there was it would be noticed.'*
20. All staff expect high standards of behaviour, both in and out of lessons. Politeness, respect for each other and the valuing of each other's efforts are all top priority. In order to achieve this, the teachers listen to pupils and respond to their ideas and concerns. There is an emphasis through the school and through assemblies on the development of moral and social awareness. It is made very clear that their actions can affect other people and relationships. As a result, relationships between pupils and staff are excellent and this ensures that pupils become confident and enthusiastic learners. For example, they are frequently seen offering support and encouragement to one another. Pupils are encouraged and successfully develop the confidence to become independent learners.
21. Teachers and support staff provide very good role models for pupils and expect them to respond positively to this approach. They are encouraged to discuss the actions of others in class and this helps them to understand how their actions affect each other. Older pupils are *'buddies'* for younger children, looking after them at break times and in and around school. There is a very successful *'listening bench'* where pupils who have problems can sit in the playground and talk to a representative of the school council.

A very broad and balanced curriculum is offered to the pupils. This is enhanced by very effective links with the local community.

22. One of the reasons why pupils achieve so well is that the school provides a very stimulating and varied curriculum. The Foundation Stage curriculum¹ is well planned and teachers ensure that provision is made for all areas of learning. The curriculum in Years 1 to 6 is based on nationally recommended schemes of work that enable skills to be taught progressively throughout the school. This is a very good improvement since the last inspection. Extra-curricular activities are very good; these include a rich provision of lunchtime clubs, residential events, and day visits to a wide range of places of educational interest such as the Eden Project and The Lost Gardens of Heligan. Musicians, artists and actors also visit the school regularly and very successfully extend and further develop the experiences of the pupils. As a result, they leave the

¹ This consists of six areas of learning: personal, social and emotional development; communication, language and literacy development; mathematical development; knowledge and understanding of the world; physical development; and creative development. Each area of learning is made up of four stages or *'stepping stones'*, from which both progress and standards can be measured.

school mature, confident and fully prepared to live and work in a culturally diverse society. A minority of parents expressed some concern about the lack of extra-curricular activities available, but the inspection team is unable to support this view.

23. Throughout the school, strong emphasis is placed upon the effective use of pupils' literacy and numeracy skills. This is achieved through the very successful implementation of the National Strategies for Literacy and Numeracy and the imaginative use of opportunities to develop these skills through work in other subjects. For example, in subjects such as history and geography, valuable opportunities are created for pupils to produce writing about various issues arising from their studies and timelines are used well to illustrate their chronological understanding. In subjects such as art and design and design and technology, pupils extend their vocabulary by learning new words related to the activities in which they engage. In science, investigative tasks are provided that require accurate measurement to develop pupils' numeracy skills.
24. Information and communication technology is an integral part of the daily life at school and this is clearly evident through all subjects of the curriculum. For example, investigations in both mathematics and science are successfully illustrated in graph form. Activities for English, such as letter writing, are presented in a very wide variety of differing formats. Pupils very confidently use the Internet to gain their required information for their topics in history, geography and religious education. Older pupils make excellent use of the available technology to create presentations on different subjects. For example, pupils in Class 1 had used skills in information and communication technology to create a rap song. This had been written on the computer using different-sized fonts and a wide range of colours. Strong emphasis is placed on extending pupils' capability in the use of information and communication technology through work in other subjects. Regular and imaginative use is made of their skills. This was illustrated very well in a Class 1 geography display where it was evident that pupils were encouraged to seek out information using the Internet.
25. Provision for special educational needs is very good. Children with behavioural or learning problems are swiftly identified on entry into school and the co-ordinator for special educational needs works closely with class teachers and teaching assistants to provide appropriate activities. Individual education plans identify clear, consistent targets that are manageable. The strong partnership between the school and home contributes significantly to the good progress made by these pupils.

The school cares very well for its pupils.

26. School routines and the ordinary daily expectations create a safe and secure environment. There is no need for rules to be displayed around the school because the pupils know how to behave in different situations. The staff are thoughtful about children's welfare. All policies and procedures are clear and well known by everyone working in school.
27. Pupils' personal development is monitored well by the staff. They know the children very well and are quick to spot any problems. Staff also take care to check and record pupils' academic progress. Annual reports provide an accurate record of how well the pupils are doing.

Parents have the highest possible regard for the school and have every confidence in what the school does. This is clearly reflected in the contribution they make both through providing classroom support and by organising fundraising events.

28. Parents express very positive views about the school. The meeting with them before the inspection was entirely positive. The only concern raised was about the parking

arrangements at the end of the day, which is an unavoidable situation. The questionnaires also reflected a very positive response.

29. Staff value the help that parents give and see parents' positive responses as important in creating the sense of community that exists in the school. A number of parents help in classrooms on a regular basis and the staff can always rely on extra support for special events. Parents support the school very well whenever there are concerts or social events. The fund-raising that they do adds to the social life of the school and provides a valuable source of income. For instance, parents and staff organised a Greek evening, which was enjoyed by all who attended. It also raised a good amount of money for the school.

WHAT COULD BE IMPROVED

Standards in handwriting throughout the school.

30. Pupils' handwriting is often untidy and frequently letters are not joined up. The school is aware of the need to have clear guidance on how to teach handwriting. However, it is yet to implement a consistent policy for teaching handwriting consistently throughout the school.

There is insufficient space available for the teaching of pupils and for administrative purposes. In addition to this, staff do not have a quiet area for breaks and are not able to hold confidential meetings.

31. The amount of space available for pupils to learn in is limited. For example, in Class 2 the space is very cramped. This has a restrictive effect on the range and type of activities that teachers can plan. For example, there is insufficient room to effectively teach art and design and design and technology, especially for pupils to work on large three-dimensional projects, or for projects or models that need to be left out and worked on over a number of weeks. The space available for pupils to use information and communication technology is also severely restricted. Class 3 has similar problems; 20 part-time reception children attend the morning session so the 19 pupils in Years 1 and 2 are taught in the hall for literacy and numeracy. This area includes the main entrance of the school, which means that pupils entering the building are required to walk through these lessons. Although the pupils are very flexible and are familiar with this arrangement, it can cause disruption to their learning. It also limits the use of the hall during morning sessions. In addition to the lack of space, partitions between the classrooms are insufficient to keep noise levels contained within the specific teaching areas and this has a negative impact on lessons. For example, when musical activities are taking place in the hall the lesson can be heard in all classrooms.
32. Currently, the administration area and staffroom share the same space. This means that staff are unable to enjoy a quiet break and have nowhere to hold confidential meetings or telephone conversations with parents or agencies out of school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

33. To improve the quality of education further, the governing body, headteacher and staff should:
 - a) Implement a clear and consistent handwriting policy that progressively develops the pupils' skills throughout the school. (paragraph 30)

- b) The school's accommodation imposes significant restrictions on the quality of teaching space and administrative areas available. Although a new administrative area and information and communication technology suite is planned, it would be beneficial for the governors in consultation with the headteacher and other appropriate bodies to seek ways of effecting improvements to the inadequate teaching facilities². (paragraph 31, 32)

² This has already been identified by the school in the development plan

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

13

Number of discussions with staff, governors, other adults and pupils

10

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 1 | 6 | 5 | 1 | 0 | 0 | 0 |
| Percentage | 8 | 46 | 38 | 8 | 0 | 0 | 0 |

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than seven percentage points.

Information about the school's pupils

| Pupils on the school's roll | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | N/A | 81 |
| Number of full-time pupils known to be eligible for free school meals | N/A | 6 |

FTE means full-time equivalent.

| Special educational needs | Nursery | YR– Y6 |
|---|---------|--------|
| Number of pupils with statements of special educational needs | N/A | 2 |
| Number of pupils on the school's special educational needs register | N/A | 15 |

| English as an additional language | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 0 |

| Pupil mobility in the last school year | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 6 |
| Pupils who left the school other than at the usual time of leaving | 5 |

Attendance

Authorised absence

| | % |
|-------------|-----|
| School data | 6.4 |

Unauthorised absence

| | % |
|-------------|-----|
| School data | 0.0 |

| | |
|---------------------------|-----|
| National comparative data | 5.6 |
|---------------------------|-----|

| | |
|---------------------------|-----|
| National comparative data | 0.5 |
|---------------------------|-----|

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

| | |
|--------------------------------|-----|
| Number of pupils per FTE adult | N/A |
|--------------------------------|-----|

FTE means full-time equivalent.

Recruitment of teachers

| | |
|--|-----|
| Number of teachers who left the school during the last two years | 1.4 |
| Number of teachers appointed to the school during the last two years | 2.4 |

| | |
|--|---|
| Total number of vacant teaching posts (FTE) | 0 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE) | 0 |
| Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE) | 0 |

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate 69%

| | |
|-----------------------------------|----|
| Number of questionnaires sent out | 81 |
| Number of questionnaires returned | 56 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 84 | 14 | 2 | 0 | 0 |
| My child is making good progress in school. | 80 | 20 | 0 | 0 | 0 |
| Behaviour in the school is good. | 86 | 13 | 2 | 0 | 0 |
| My child gets the right amount of work to do at home. | 64 | 30 | 5 | 0 | 0 |
| The teaching is good. | 86 | 14 | 0 | 0 | 0 |
| I am kept well informed about how my child is getting on. | 84 | 11 | 4 | 2 | 0 |
| I would feel comfortable about approaching the school with questions or a problem. | 93 | 7 | 0 | 0 | 0 |
| The school expects my child to work hard and achieve his or her best. | 77 | 23 | 0 | 0 | 0 |
| The school works closely with parents. | 75 | 23 | 2 | 0 | 0 |
| The school is well led and managed. | 79 | 14 | 2 | 0 | 5 |
| The school is helping my child become mature and responsible. | 84 | 14 | 0 | 0 | 2 |
| The school provides an interesting range of activities outside lessons. | 54 | 30 | 9 | 0 | 7 |

Other issues raised by parents

Parents expressed concerns about parking outside the school at the end of the school day. Inspectors felt that this problem was unavoidable because most pupils have to arrive by car in this rural setting.