

INSPECTION REPORT

SIR ROBERT GEFFERY'S VA C OF E PRIMARY SCHOOL

Saltash, Cornwall

LEA area: Cornwall

Unique reference number: 112025

Headteacher: Mrs Julie Curtis

Lead inspector: Mrs J Watts

Dates of inspection: 26th – 29th January 2004

Inspection number: 257477

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary aided
Age range of pupils: 4 – 11
Gender of pupils: Mixed
Number on roll; 146

School address: School Road
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Saltash
Cornwall

Postcode: PL12 5EA

Telephone number: 01752 851362

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Appropriate authority: Governing body

Name of chair of governors: Mr John Twallin

Date of previous inspection: 22nd June 1998

CHARACTERISTICS OF THE SCHOOL

This rural school, situated in the village of Landrake, near Saltash, is slightly smaller than the average sized primary school. There are 146 boys and girls on roll, aged from 4 to 11 years. The school has a distinct and unusual Foundation Trust. It dates back to 1704, when Sir Robert Geffery put money into the Trust to teach the children of the local area to read and write, thereby providing free education within the village long before the introduction of free education nationally. He appointed the Worshipful Company of Ironmongers as Trustees and they still represent the Foundation. Several of the governors are appointees of the Trust. Pupils are mainly of white, European ethnic origin. Twelve per cent of pupils are entitled to free school meals, which is about average. There are two pupils for whom English is not their mother tongue, which is above average for a school of this size. One pupil has a Statement of Special Educational Need and a further 22 have been identified by the school as needing additional support for their learning. There has been very high staff turnover during the last two years (nine teachers left the school and six teachers joined the school). The new headteacher took up her post in September 2003. Attainment on entry is wide but broadly average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1945	Janet Watts	Lead inspector	English History Geography Art and design English as an additional language
1329	Kevern Oliver	Lay inspector	
15770	Julie Phillips	Team inspector	Foundation Stage ¹ Mathematics Music
22729	Robert Arnold	Team inspector	Science Information and communication technology Physical education Design and technology Personal, social and health education Special educational needs

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¹ The Foundation Stage begins when children reach the age of three and ends at the end of the reception class. It is a distinct stage in preparing children for later schooling and is based on six areas of learning. These mainly refer to communication, language and literacy; mathematical development; and personal, social and emotional development, but also includes knowledge and understanding of the world; physical and creative development.

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	9
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	15
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS.	18
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	27

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a school, which strives to build strong partnerships with parents, the governors and the community. Following a period of frequent staff changes a new headteacher started at the school in September 2003. There is clear evidence that the school is offering markedly improving provision as a direct result of the high quality leadership provided by the new headteacher. Her leadership is strong, principled, and dynamic. Nonetheless, **the quality of education provided by the school remains seriously weak in too many key respects**. The context and history of the school means that a significant proportion of pupils, especially the higher attainers do not achieve as much as they should. There has been, and is, too much unsatisfactory teaching.

The overall effectiveness of the school has been unsatisfactory until very recently. Although there are clear signs of improvement, the school must be judged as providing unsatisfactory value for money. The pupils' mainly positive attitudes and good behaviour contribute to the school's good ethos. Pupils are keen to learn but when the teaching is, or has been unsatisfactory, their learning is impeded and they have not and do not achieve as much as they should.

The school's main strengths and weaknesses are:

- Underachievement by about one-third of pupils in English and mathematics. The use of assessment to plan for the needs of pupils remains a weakness.
- Reading standards are average at 11 but about one third of seven year olds do not attain the expected standard. Across the school standards of handwriting are below average and the presentation of pupils' work is unsatisfactory.
- The school has been successful in its efforts to improve provision in the reception class, though this improvement is very recent.
- Across the school, standards are below average in science.
- Standards and provision in information and communication technology (ICT) are unsatisfactory.
- Pupils have mainly positive attitudes and they behave well and enjoy school. Pupils are very well cared for and the way in which the school now seeks and values their views is very good.
- Extra-curricular and curriculum enrichment activities are very good.
- The very good quality of the accommodation and grounds, and the high quality of the displays of pupils' work, makes a most positive contribution to the learning environment and the school's ethos.

Some progress has been made since the previous inspection in June 1998 but overall it is unsatisfactory. Resources for literacy, and resources and provision for pupils aged under five have improved. Music provision has improved. Standards in science have declined. Standards and provision in ICT are still unsatisfactory. The school still does not meet the needs of higher attainers sufficiently well and the use of assessment remains a weakness.

STANDARDS ACHIEVED

Year 6 results

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

Key: A - well above average; B – above average; C – average; D – below average; E – well below average;

E* indicates that the pupils' results were in the bottom five per cent nationally compared to similar schools.

Similar schools are those whose pupils attained similarly at the end of Year 2.

Pupils' achievement, particularly over time, has been unsatisfactory and this is reflected in their recorded work in their books. There has been a noticeable improvement recently, particularly in the amount of work which pupils complete, so they are beginning to achieve satisfactorily. Too many pupils in Year 2 are currently attaining below average standards in English, mathematics and science and they are not achieving the standards of which they are capable. At both Key Stages 1 and 2, pupils' speaking skills are good. Pupils in Years 3 to 6 have made erratic progress over time. Whether or not they have made enough progress is attributable to the quality of teaching they have received. Whilst many attain average standards in English and mathematics at the age of 11, in the work seen during the inspection about a third of pupils have not achieved as much as they should. Standards in science and ICT are below average across the school. Those pupils for whom English is not their mother tongue make satisfactory progress. Pupils with special educational needs make erratic and sometimes unsatisfactory progress. Much depends on whether or not the work set is sufficiently well planned for their needs. When it is not, their achievement is unsatisfactory.

Pupils' personal qualities are developed satisfactorily. Spiritual, moral, social and cultural development are **sound** and the pupils' moral and social development is **good**.

QUALITY OF EDUCATION

The overall quality of education provided has been unsatisfactory though thanks to the high quality leadership of the headteacher it is improving rapidly, though there remain weaknesses in important areas. Whilst both good and very good teaching was observed, especially in the current arrangements for the Foundation Stage, and in the Year 4/5 group, and in the more able Year 6 group taught by the headteacher, teaching overall has to be judged as unsatisfactory. Unsatisfactory teaching was observed in about two out of ten lessons. This is mainly in information and communication technology (ICT), or when English, mathematics or science lessons are not planned to match the needs of all, especially the higher attainers. Rigorous marking and rigorous assessment of pupils' work has only recently been introduced. The curriculum is satisfactory and is very well enriched by visits and visitors. Links with parents are now good and their views genuinely valued. Good links are being developed with the secondary school and the community. Attendance is good and well promoted.

LEADERSHIP AND MANAGEMENT

Leadership and governance are satisfactory, but management is weak. The leadership of the headteacher is very good, and she is setting high expectations of the pupils and staff. Governance is satisfactory and improving rapidly. Governors are highly supportive of the school. They have tremendous expertise to offer, but as yet their monitoring procedures are not rigorous enough. Management overall is unsatisfactory. Whilst policies have been put in place, they have not been implemented consistently. High staff turnover and absence has meant that there have been inconsistencies in approaches to teaching and learning, to the detriment of pupils' achievement. The management role and effectiveness of subject leaders varies considerably but is satisfactory overall. Subject leadership is satisfactory in English and mathematics but less effective in other subjects.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents and carers are keen to support the school and are aware of the difficulties the school has experienced. Parents and pupils are strongly supportive of the new headteacher and the recent initiatives she has introduced.

IMPROVEMENTS NEEDED

- Raise standards in science across the school.
- Improve provision and raise standards in ICT.
- Improve standards in English and mathematics, especially at Key Stage 1.
- Improve the quality of teaching where required and raise teachers' expectations of what pupils, especially the higher attainers, should achieve.
- Increase the rigour, consistency and use of assessment to help planning for the needs of each pupil.
- Improve the quality of handwriting and help pupils to improve the presentation of their work.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievement overall is **unsatisfactory**. Standards in the Foundation Stage are at a level with, and occasionally above, those expected by the early learning goals² and these youngsters are currently achieving well. Standards are lower than they should be in English and mathematics at Key Stage 1. At both Key Stage 1 and Key Stage 2, standards in science are below those expected nationally. Whilst most 11 year olds reach the required standard in English and mathematics, there is significant underachievement particularly by the higher attaining pupils.

Main strengths and weaknesses

- Too many pupils across the school underachieve especially in the core subjects of English, mathematics and science.
- Too many pupils are not achieving as well as they should in English and mathematics at Key Stage 1.
- Standards in science are below average.
- Standards of speaking are above those expected nationally.
- Standards in handwriting are below average.
- Standards in information and communication technology (ICT) are below average.

Commentary

1. Whilst pupils generally attain average results in the national tests at the end of Years 2 and 6, this is not good enough for these pupils and their achievement is unsatisfactory overall. This is confirmed by their results in national tests when compared with similar schools. In 2003 at the end of Year 6, when compared to similar schools, their results were below average in English, well below average in mathematics and in the bottom 5 per cent of schools nationally in science. Trends over time are lower than the national trend.
2. The children in the reception class have made rapid improvement in the last three months and, assuming that the quality of the provision remains the same, are on track to reach or even exceed the expected standard by the time that they reach Year 1.
3. Standards are improving, more especially at Key Stage 2, in some instances rapidly. The new headteacher is insisting that all teachers have the highest possible expectations of pupils. In the short time she has been in post, however, it has not been possible to yet address all the shortcomings in pupils' learning.
4. Pupils can use their literacy and numeracy skills competently, especially when expectations of them are high. Their ICT skills are weak and under-used. Speaking skills are good and above average and listening skills are average
5. The small number of pupils for whom English is not their mother tongue are achieving satisfactorily. Pupils with special educational needs, and those pupils with greatest abilities in some subjects, are not always catered for satisfactorily. Sometimes, teachers do not plan and set work, which is matched to their needs. Consequently, they find the work too easy or too difficult and as a result they do not make as much progress as they should. Newly introduced individual education plans should provide a better process for tracking the progress of pupils with special educational needs.

² These are expectations for most children to reach by the end of the foundation stage. They refer mainly to achievements children make in connection with communication, language and literacy; mathematical development; and personal, social and emotional development; knowledge and understanding of the world; physical and creative development.

6. Art and design, design and technology, history, geography, music and physical education are all taught regularly but during the short period of the inspection it was not possible to make a firm judgement on standards. Religious education was not inspected as the school has voluntary aided status.

Key Stage 1

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

Standards in:	School results	National results
Reading	16.1	16.0
Writing	14.9	14.8
Mathematics	16.4	16.4

There were 28 pupils in the age group.

Key Stage 2

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

Standards in:	School results	National results
English	27.9	27.0
Mathematics	27.0	27.0
Science	27.8	28.9

There were 32 pupils in the year group.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to learning are good. Their behaviour is good. Attendance and punctuality are good.

Main strengths and weaknesses

- The school has good levels of attendance and punctuality.
- The school makes every effort to encourage good attendance.
- The good efforts which parents make to ensure that their children come to school and arrive on time.
- Pupils of all ages are eager to accept responsibility both in the classroom and in other areas to support the smooth running of the school.
- The way in which the school seeks and values the views of pupils is very good.

Exclusions

There have been no exclusions in the last four years.

Commentary

7. The school has good systems for encouraging pupils to come to school every day and is successfully reducing absences as a result of holidays taken during term time. Parents ensure that their children arrive on time for the start of the school day.

Authorised absence	
School data	4.6%
National data	5.4%

Unauthorised absence	
School data	0.1%
National data	0.4%

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

N.B. the above data is from 2002/2003.

8. Pupils of all ages seek and respond to responsibility in a most positive manner. All class groups produce their own codes of behaviour and class monitors are appointed. Pupils' behaviour is good, both in school and on the playground.
9. An organised and well - managed school council makes a good contribution to pupils' understanding of consultative and democratic processes. Pupils have very recently made significant contributions to a number of school developments that include the choice of new sweatshirts and equipment for the playground. Pupils work together sensibly during lessons in mixed gender groups and in pairs. Pupils say that aggressive behaviour rarely occurs and that if it does, they are confident that the Head Boy and Head Girl 'would help us to sort it out' or the teachers would do so.
10. Pupils' with special educational needs are fully accepted into the life of the school. Their peers often respect their views and their attitude and behaviour to learning is good. They are keen to attend and work hard once there. They are proud when they make good progress and value their involvement in the wider community of the school.
11. The pupils' spiritual, moral, social and cultural development are satisfactory overall. Pupils' moral and social development are good. A strong aspect of the school's ethos is to teach pupils' self respect, respect for others and to understand right from wrong. During lessons, pupils collaborate well when asked to do so, for example, discussing ideas. Boys and girls play happily together in the playground. Teachers and other adults provide good role models.
12. Pupils' spiritual and cultural development are satisfactory. Pupils are proud of their school and have strong views about keeping their environment clean and tidy. There are few opportunities for pupils to reflect, other than during assemblies. Too few opportunities are planned for pupils to explore a range of cultures other than Western European. The exploration of multi-cultural issues is underdeveloped.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Until recently the quality of education provided by the school has been **unsatisfactory**. **The quality of provision is improving rapidly** thanks to the high quality leadership of the new headteacher. Teaching has been, and in some cases still is, **unsatisfactory**. This has resulted in considerable underachievement, over time, by a significant number of pupils. The curriculum is **satisfactory** and a good feature is the enrichment of the curriculum through visits and visitors. There are very good arrangements to ensure that pupils learn in a safe environment. Provision for their care and welfare are **very good**. Weaknesses in assessment mean that pupils do not always receive the correct guidance and support for their learning. Links with parents are **good**.

Teaching and learning

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

Main strengths and weaknesses

- Far too frequently, teachers do not match the activities to the needs of all pupils sufficiently and as a result, many pupils are not challenged by the work.
- The teaching of ICT is unsatisfactory.
- The headteacher provides a very good role model when teaching English and mathematics to the higher attaining Year 6 pupils.
- The teaching of the Year 4 and 5 group for English and for mathematics is also very good.
- Currently, the teaching of the youngest pupils, those in the reception class, is good and support assistants are well used.

- The use of assessment is weak and marking is not used well enough by all teachers to show pupils how to improve.

Commentary

Summary of teaching observed during the inspection in 25 lessons.

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	5	4	10	6	0	0

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

13. Too often, teaching is unsatisfactory because teachers do not plan activities that challenge the higher attainers, so that they do not learn and make as much progress as they might. Whilst expectations of what pupils could and should achieve are improving rapidly, at the insistence of the headteacher, evidence from pupils' books shows that there are weaknesses in the use of day-to-day assessments and marking. Work scrutiny showed that in the past pupils' work was too often untidy, and not completed. There was evidence of work, which was below the expected standard for the particular age group.
14. When the teaching is very good, it is characterised by thoughtful and effective questioning, a lesson that is planned to meet the different needs of pupils, and high expectations of what pupils could and should achieve. Pupils are able to criticise constructively, evaluate their own work and that of others. As a result, their confidence grows and they begin to understand their real capabilities.
15. Teaching assistants are often used sensibly to work with groups of pupils. Many of the teaching assistants have developed good questioning skills and are very supportive of pupils' learning. They have good relationships with the pupils. However, there are times when they are merely observing, for example, when the teacher is addressing the whole class. This means that their time and skills are not used effectively and value for money is not provided.
16. Currently, the quality of teaching and the curriculum provided in the reception class is good and sometimes very good. This is a very recent improvement, which has taken place over the last three months. Support assistants are well used in the reception class and clear about what they are supposed to do and the pupils are supposed to achieve. Consequently, their learning and progress is accelerated.
17. Whilst teachers do plan lessons, too often the work planned is not suitable for all the pupils. As a result, some pupils who have difficulties with their learning and those who have the potential to attain higher standards make only limited progress. Some teachers plan activities that are suitable only for the 'middle ability' range. This means that not all pupils are included nor do they benefit from the lesson. Consequently, over time they do not achieve as much as they should. The setting arrangements in Key Stage 2, where pupils are grouped according to their ability as well as their age, are beginning to be effective as the lessons can be pitched at a suitable level. Consequently, pupils make good or very good progress in these lessons, and much better progress than in lessons at Key Stage 1.
18. Teaching of ICT is often unsatisfactory, resulting in low standards. Even though teachers have received extensive training, they do not always use their learned skills to the benefit of pupils. Teachers do not always check that the resources in the ICT suite are working correctly. Some of the equipment and programs used do not adequately fulfil their function.
19. There is no agreed policy for the teaching of handwriting and not all pupils are shown how to present their work properly. Letter formation is often poor and the older pupils are not taught

satisfactorily to join their letters. There is no clear rationale for whether pupils use pen or pencil when recording their work.

20. Homework provision is unsatisfactory. Some teachers do give homework and follow up the work the pupils have completed at home, but the school's approach is inconsistent and this is unhelpful in supporting pupils' learning.
21. Until very recently, much of the marking of pupils' work has been only cursory. Scrutiny and analysis of pupils' recorded work shows evidence of this weakness. Steps are now being taken to ensure that work is marked to an agreed standard and the impact of this is clear to see in the noticeable improvement in pupils' books. More work is completed, and standards are rising, as pupils are told more precisely what they must do to improve their work. This is having a most positive impact on their achievement and already helping to raise standards.
22. The use of assessment remains a weakness, especially the day-by-day assessments of pupils' progress. Results of national and school-administered tests are beginning to be analysed, helpfully, to determine differences due to gender, ethnic origin and background. Since November, assessment has been used to set pupils in ability groups for English and mathematics. At Key Stage 2, pupils are also being provided with individual targets to improve their work and are becoming involved in self-assessment. These developments are mainly at Key Stage 2 and are very recent, so their impact is not yet proven. These are useful steps and together with the teachers' own evaluations, mean that pupils are beginning to self-assess their own work. This is beginning to prove helpful in making more effective the planning for what is to be taught and learned next.

The curriculum

The provision for a range of curriculum opportunities is **satisfactory**. The opportunities for the enrichment of the curriculum and extra-curricular activities are **very good**. Accommodation is **very good**. Resources are **good**.

Main strengths and weaknesses

- Good use is made of extra-curricular activities, educational visits and visitors to enrich the curriculum.
- The current curriculum in the Foundation Stage is very relevant to the needs of the children.
- The buildings are well designed and resources are good.
- Teachers' curriculum planning does not cater for all pupils equally.
- Insufficient use is made of ICT to support the curriculum.

Commentary

23. Extra-curricular activities and games make a significant contribution to the curriculum. There is a wide range of very well supported sessions, some of which are taken by the pupils. Good use is made of visitors and educational visits to enrich the curriculum. The on-site farm provides very rich experiences to support pupils' learning. Pupils in Year 6 visit London for five days and experience a range of educational and recreational activities, supporting their personal development as well as enriching their experiences.
24. The current curriculum in the Foundation Stage is very stimulating and sustains the children's interest. There is a good range of activities across all areas of learning and appropriately strong emphasis is placed upon their personal, social and emotional development. As a result these children are learning and achieving at least satisfactorily and sometimes well.
25. Support for pupils with special educational needs is satisfactory and is starting to have a positive effect on their achievement. Individual needs are now well assessed at an early stage. Statutory requirements for pupils with additional educational needs are met. Provision and support for those pupils for whom English is not their mother tongue are satisfactory. However,

the interests and abilities of higher attaining pupils are not fully included as part of curriculum planning and this limits their achievement.

26. Links are established between the school and the local secondary schools to ensure a smooth transition from Year 6. Pupils are usually suitably prepared for transfer to the next stage of their education. However, last year procedures were not followed, leading to an unsatisfactory transfer of information to the secondary school.
27. The school buildings are very well designed and contribute significantly to the environment for learning. Classrooms are bright and welcoming with a good range of displays containing pupils' work. In the Foundation Stage, however, the accommodation disadvantages the children, as they cannot immediately access the outside area. Plans are in hand to rectify this situation.
28. Resources are of good quality and well chosen, especially in English, mathematics and music. The computer suite is not well designed and difficulties with control systems and access to the Internet are affecting adversely pupils' achievement.

Care, guidance and support

The school has **very good** arrangements for looking after pupils' care, welfare and health and safety. The monitoring of pupils' achievements and personal development is **satisfactory**. There are **very good** arrangements for involving pupils through seeking, valuing and acting on their views.

Main strengths and weaknesses

- Arrangements are very good to ensure that pupils learn in a safe, well-protected and secure environment.
- The very good arrangements for child protection and the day-to-day care and concern which the headteacher and the rest of the staff show for all their pupils.
- The very good family atmosphere and the very good ways in which the school gathers and responds to pupils' ideas and views so that they feel valued.
- The good arrangements for bringing new children into school.

Commentary

29. The school is a very caring community with very good health and safety arrangements. There is a well-established and very good risk assessment system, which covers both in-school and out-of-school activities. First aid arrangements are very good and pupils are properly supervised during break times and at both ends of the school day. The deputy headteacher is the person nominated to deal with child protection issues. All other staff are properly briefed on procedures and there are good links with the relevant local agencies.
30. Pupils are very well cared for but the staff depend too much on informal methods for monitoring and supporting pupils' achievements and personal development. The headteacher, staff and governors set great store by pupils' opinions about all aspects of school life. Pupils enjoy good quality, trusting relationships with adults. Pupils use the school council and other groups such as the farm eco-committee to collect ideas and views and, where practicable, act upon them.
31. There are very close links with the pre-school group located on the same site from which the majority of the school's new pupils come. Links include a variety of visits, use of the school hall and regular story telling sessions from the new headteacher. As a result new pupils and parents are well prepared for the start of their school days.

Partnership with parents, other schools and the community

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

Main strengths and weaknesses

- There are very good arrangements for consulting parents about the way that the school operates, including what needs to be done in order to improve all aspects of their children's education.
- The positive steps, which are being taken to improve the school's links with local schools and colleges.
- The very good level of voluntary in-school support provided by parents and other members of the community.
- The good, mutually beneficial relationship between the school and the local community.
- There are significant numbers of parents who feel that the school does not provide enough information about their children's progress or communicate with them sufficiently.

Commentary

32. The parents support the school, which they see as a caring and integral part of the local community. They have real confidence in the new headteacher and the steps, which are being taken to improve educational standards and communication. However, a significant minority of parents feel that the school is still not doing enough to keep them informed about their children's progress. The inspection team agrees with this view.
33. The school values parents' opinions. Surveys are used to gather parents' views and ideas on how to improve all aspects of their children's education. The school's new "vision" and plans for the future were drawn up in consultation with parents.
34. Parents are always welcome to "drop in". Both ends of the day offer opportunities to very good effect to talk to the headteacher, class teachers and governors. Formal information about progress comes from parents' meetings, the format of which has changed recently as a result of parents' criticisms, and an end-of year report. Newsletters and information sheets about the curriculum are sent home. Parents are very willing to help out with trips and one-off events. A very impressive number regularly assist in classrooms. The Parents' Association organises social events throughout the year and is a very successful fund-raiser for the school. There are good links with the church and the rest of the community, both of which use the school's premises. The farm is rapidly becoming a centre of community activity and the school hosts a major sporting event every year. The headteacher is working hard to develop the school's links with other primary and secondary schools, so that opportunities for pupils are enriched even further.
35. Parents of pupils who have identified additional educational needs are informed each time the targets on individual education plans change. Pupils for whom English is not their mother tongue are receiving good quality support and their use of spoken English is progressing suitably. There are good links with local authority support services and the school uses these very well when pupils' individual needs cannot be fully supported, so helping them to achieve satisfactorily.

LEADERSHIP AND MANAGEMENT

Leadership and governance are satisfactory, with very good personal leadership by the headteacher, but the management of the school is unsatisfactory. The headteacher is giving strong, principled and dynamic leadership and under her clear direction improvements have already been made which are starting to raise standards. It is, though, too early to judge the longer-term impact of her leadership on improving achievement. The school's values are well promoted and are

apparent in all aspects of the school's life, and are having a good and positive effect on pupils' behaviour. Good systems are in place to ensure the smooth day-to-day running of the school. Subject leadership is satisfactory although it varies across subjects and is unsatisfactory in science and ICT.

Main strengths and weaknesses

- The school's positive ethos, with focuses on creating an environment so that pupils can learn effectively and are provided with a rich and broad curriculum.
- The serious weaknesses, namely pupils' underachievement and weaknesses in the teaching, mean that the school provides unsatisfactory value for money.
- The personal leadership of the headteacher and the very good role model she provides in her teaching.
- The support and expertise of the governors.
- Agreed policies are not always implemented consistently. This weakens the management, which is judged to be unsatisfactory.

Commentary

36. Given the current circumstances and previous history of the school, there are too many pupils who have gaps in their knowledge and understanding and as a result a significant proportion are underachieving. Quality and standards have not been monitored rigorously enough and remedial action was taken only quite recently. The acting headteacher took care to maintain the stability of the school, retain the support of parents, and put some really helpful systems in place to ensure the smooth running of the school. Building on this, the recently appointed headteacher is providing very strong leadership, though it is too early to judge the full impact of this on pupils' achievement over time. All signs indicate, though, that the school is well placed to improve rapidly, especially through improved teaching and learning. The headteacher leads the school effectively with the support and confidence of governors and staff. All staff, whether teaching, support, administrative or involved in site management, give their unstinting support to the school. The school's good ethos has been created by, including and valuing the contribution made to the school by staff, pupils, governors and parents.
37. Subject leadership of English and mathematics is satisfactory. In science and ICT it is unsatisfactory. Subject leaders have clear lines of delegated responsibility but some foundation subject co-ordinators do not have as yet a clear overview of standards in their subjects. This is because some of them have been in post a relatively short time.
38. Management is unsatisfactory overall. Agreed policies are not always implemented, leading to inconsistencies of approach, which is unhelpful to pupils. The very high staff turnover plus absence have made it difficult to bring about consistencies of approach, and this has led to a fall in standards and expectations. Whilst the school has a cohesive performance management policy in place, within which all teachers are required to have a whole-school priority, as well as individual targets, its impact is not effective enough as there is still too much unsatisfactory teaching. Induction procedures for new staff are satisfactory. Good systems are in place to ensure the smooth day-to-day running of the school. Administrative staff are efficient, helpful and conscientious. The school has sufficient well-qualified staff to match the National Curriculum. There are sufficient support staff who are generally deployed effectively to support pupils' learning during activities, but frequently their skills are wasted, for example, when they are merely observing for long periods of time.
39. The leadership and management of the current special educational needs co-ordinator is satisfactory and she has very clear ideas regarding the development of provision. This is a further responsibility, which the new headteacher is undertaking, in the absence of the permanent co-ordinator. Achievement of pupils with special educational needs is though, inconsistent and sometimes unsatisfactory. All staff are aware of and understand the system for identifying pupils with special educational needs. Where they are specifically and well

deployed, teaching assistants provide a valuable and valued resource, helping special educational needs pupils to achieve well.

40. Procedures for monitoring and evaluating the work of the school are now satisfactorily in place, but their effectiveness is not yet proven. The headteacher scrutinises pupils' work regularly and talks to them about what they are achieving. Pupils' progress is now being checked using a range of data including teacher assessment, tests and results of national tests. Individual targets are also set and renewed as part of this process, which is helping to raise standards.
41. Governance is satisfactory and improving rapidly. Governors are determined that the school will be successful. Statutory requirements are met. Governors are highly supportive and have tremendous expertise to offer the school. During the last 12 months, governors have become more aware of the strengths and weaknesses of the school and the unsatisfactory achievement of some pupils. Whilst governors have developed good policies to support the work of the school not all are being implemented effectively or monitored rigorously enough. As procedures for tracking pupils' progress have been introduced only relatively recently, governors are not yet in a position to be able to judge whether pupils are making enough progress. As the headteacher is so recently appointed, there has not yet been time for her to report back to governors on all the strengths and weaknesses in policy implementation, and whether necessary improvements are having the required impact on raising standards.
42. As the school has been identified as having serious weaknesses in important areas, it must be judged as providing unsatisfactory value for money.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	370,468
Total expenditure	356,423
Expenditure per pupil	2,314

Balances (£)	
Balance from previous year	14,045
Balance carried forward to the next	40,496

43. Sound systems are in place to control and monitor expenditure. Best value principles are well understood, especially in financial matters, by governors. The carry forward is earmarked for future capital development projects.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The current provision for children in the Foundation Stage is **good**.

Main strengths and weaknesses

- The reception children achieve well in the areas of personal, social and emotional development, communication, language and literacy, and mathematical development.
- The teaching of personal, social and emotional development, communication, language and literacy is good.
- Good use is made of assessment to track the children's progress and plan the next stage of the children's learning.
- The teacher and support staff work very well together.
- The current siting of the reception class restricts children's immediate access to the outside.

Commentary

44. Children in the reception class are currently taught alongside pupils in Year 1 in the afternoons. Adults take care to involve them well. Through this arrangement, they achieve greater confidence and receive the challenge of broader ideas and language. Day-to-day work is well managed by the supply class teacher. She takes every opportunity to ensure that the full potential of the early learning goals is achieved by a well-planned, stimulating curriculum of related activities, which are well matched to the children's levels of understanding.
45. Most children are working at least at the expected levels for their age at this stage of the year and some pupils above this in their mathematical development in the lesson observed. By the time they reach Year 1, these children should attain standards at least in line with national requirements and a proportion may exceed this level.
46. Children achieve well because of the quality of the support they receive from their teacher and additional adults, caring relationships, the imaginative stimulus of their teacher' delivery of well-planned lessons and the good opportunities they have to make choices in activities.
47. Good provision in the reception class gives children stimulating and lively opportunities in all areas of the early learning goals. The well-planned and balanced provision of structured learning, choice, experimentation and imagination develops children's confidence well and their skills in personal management. The outdoor area facilitates a wide range of physical and imaginative play and there is the asset of the school farm, which provides further opportunities for them to develop their natural curiosity. The school has plans to relocate the reception class to provide more opportunities for the children's physical development. Overall outdoor provision has improved since the last inspection

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Relationships are very good and children enjoy coming to school.
- The quality of teaching is good.

Commentary

48. Good teaching ensures that children are carefully introduced into the classroom and good account is taken of their feelings and those of their parents. Consequently children

demonstrate confidence and assurance in managing themselves. They feel secure in their environment. They learn well because the curriculum is planned effectively. Children follow the set routines of the classroom well and gain confidence, security and good working relationships from the opportunities they have for choosing their activities. They respond to the clear expectations of their teachers and behave well. Children develop good concentration by taking part in well-structured practical and group activities.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Adults take every opportunity to develop children's skills in spoken language, and in early reading and writing skills throughout the school day.
- Teaching is lively and shows good understanding of the needs of young children.

Commentary

49. Children achieve satisfactorily and sometimes well because of the effective teaching and well-planned curriculum. Most children are making progress at a rate, which suggests that they should attain the expected levels by the end of the school year, with a strength in speaking skills. The teacher and support staff engage children well through lively conversation, brightly presented explanations, well-focused questions, and careful paraphrasing to improve understanding. As a result children listen intently and participate confidently in discussions even when working with groups of older pupils.
50. Children discuss stories and matters of interest well, they infer from the information they have been given, and provide each other with good evaluations of what they have done in lessons. Reception children enjoy books and take them home regularly. They follow closely the sequence of well-chosen stories read to them. They are confident to describe what they see and can explain why characters in stories are acting as they are described.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- The teacher plans a wide range of activities, which can be used flexibly in lessons or throughout the school day to enable the children to achieve well.
- Practical activities are planned well and enable children to succeed in their mathematical development.

Commentary

51. Teaching and learning are good. The teacher and support staff take every opportunity to reinforce children's skills and knowledge of mathematics in other lessons. As a result children's counting skills and their secure knowledge of number are above the level expected for their age. For example, in one session children counted individually and as a group, adding numbers to 12 on a line. This meant they were practising a learned skill and a good opportunity was provided for the teacher to assess their progress. Very good continuing development of the children's vocabulary was used to help the children to explain their ideas accurately and clearly. Children enjoy and take great care of the good range of resources to the benefit of their learning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD, PHYSICAL AND CREATIVE DEVELOPMENT

52. The children's **knowledge and understanding of the world** is secure by the time they transfer to Year 1. Children achieve well and teaching is good. They learn well through structured play activities and first hand experience, such as when they visit the farm in the school grounds. The children's information and communication technology (ICT) skills are satisfactory and they can control the mouse confidently, such as when ordering numbers in a mathematical game.
53. In terms of their **physical development** the children achieve satisfactorily and the teaching is satisfactory. Fine motor skills are taught well, and the children quickly learn how to use scissors and other tools. They show good pencil control when drawing and take part in a wide range of activities to help them increase their physical skills, using crayons and paints. This marks an improvement since the previous inspection. However, the current siting of the reception classroom means that the children do not have immediate access to the outside, so constraining aspects of their physical development. There are plans in hand to re-site the reception classroom.
54. In the **creative** area of learning, teaching is satisfactory. Pictures and displays illustrate that children achieve well because of the well-planned lively curriculum and good support they receive for creative development.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **unsatisfactory** at Key Stage 1 and **satisfactory** at Key Stage 2.

Main strengths and weaknesses

- Whilst by the end of Key Stage 2 most 11 year olds attain average standards, significant numbers of pupils are underachieving and do not gain the higher levels which they should.
- In Year 2 (the end of Key Stage 1) higher attainers do not achieve sufficiently well in reading and writing.
- Across the school, standards of speaking are above average.
- Standards of handwriting are below average and until very recently, the presentation of pupils' work has been poor.

Commentary

55. Whilst most pupils attain the expected levels at the end of Year 6, there are few pupils achieving the higher Level 5. There are a significant proportion of pupils underachieving in English, especially the higher attainers. Many of them should be achieving standards that are well above average.
56. Teachers' expectations are improving and pupils are already being expected to write at greater length and are starting to present their work more carefully. At Key Stage 1, standards have declined since the previous inspection. There are too few pupils achieving the higher Level 3 and the potentially higher attainers are underachieving in reading and writing.
57. Teaching and learning in English, in the lessons observed during the inspection, were mainly satisfactory. However, from the scrutiny of pupils' work, the quality of teaching during pupils' past years in the school has often been unsatisfactory. The scrutiny indicates that teachers have in the past been too easily satisfied with pupils' work and have not had high enough expectations of what they could and should achieve. Marking was and still sometimes is too cursory and unhelpful, not helping pupils to take their learning forward. Teachers are beginning

to provide much more constructive advice to pupils as to how to improve their work. As a result, pupils are more confident and standards are already starting to improve.

58. Some very good teaching was observed in the Year 4/5 English group, and in the group of higher attaining pupils in Year 6 who are taught by the headteacher.
59. Those pupils for whom English is not their mother tongue are being well-supported and making satisfactory progress with learning English. Those pupils with special educational needs often achieve satisfactorily but much depends on the quality of the activities which are planned for them as when these are mis-matched to their needs, their learning is erratic and achievement is unsatisfactory.
60. Standards of speaking are above average and listening skills are average. The school has no planned programme for speaking and listening, but pupils are actively encouraged, and often do, speak well and with a wide vocabulary. Some teachers thoughtfully ask pupils to explain their answers or responses to questions, rather than merely using 'yes' or 'no'.
61. Pupils in the current Year 2 have good phonic knowledge and are often able to use these skills sensibly when tackling a new word; this is helpful to their progress. However, several pupils are reading books, which are too easy, especially the higher attainers, so they do not make the progress with reading that they should. Pupils in Year 1 are being carefully guided and taught to enjoy a range of books as well as those in the reading scheme. Older pupils in Key Stage 2 often read accurately and try to put expression into their voice when reading aloud. These pupils have a good knowledge of books and authors. Their skills of understanding, inference and considering the deeper meaning of the text are less well developed.
62. There is now a good range of resources for English and the library is developing well. There are plans to further develop the library and improve the range of books suitable for younger readers. The library's use is not timetabled, so some pupils have more opportunities than others to use it. The school has no consistent policy for helping pupils to develop their research skills, for example, through the use of the library.
63. Older pupils are often confident to explore ideas and try to use interesting vocabulary when writing. They are increasingly able to paragraph and structure their writing. Too often, though, it is the spelling, punctuation and grammar, which let down the quality of their writing, as these skills have not been taught to them systematically as they move through the school. Some pupils do use dictionaries, word-books and thesauruses confidently but their use is not consistent across the school. Seven year olds, in Year 2, are not always actively encouraged to write at length and there is too much use of photocopied worksheets, to which pupils often are expected to write a single word response. This does not promote their achievement in writing, especially that of the higher attainers.
64. At both key stages, standards of handwriting are lower than they should be. Relatively few pupils are able to use a joined, legible style by the time they are 11. Their recorded work in English is often untidy, letters are badly formed, and a mixture of pen and pencil is used. Left-handed pupils are not always seated correctly or shown how to place their exercise books so as to help them to write more easily.
65. Leadership and management in English are satisfactory. The subject leader has a useful overview of standards in the school and has been involved in scrutinising pupils' work to judge standards. She has had a much greater impact on improving standards at Key Stage 2 than at Key Stage 1. Resources are sufficient and of good quality so there has been an improvement since the previous inspection.

Language and literacy across the curriculum

66. Pupils often use their speaking skills well, when given the opportunity, to support their learning across the curriculum. In some classes, writing is used satisfactorily to support work in other subjects, such as history and geography. However, there is no whole-school plan yet in place to identify precisely when and how writing is to be used to support another subject, which limits pupils' writing experiences.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Standards have not risen at the same rate as other schools since the previous inspection. Last year, in the national tests, in Year 2 and Year 6 very few pupils gained the higher Levels 3 and 5.
- Too many pupils underachieve, more particularly at Key Stage 1.
- Mathematics is not sufficiently developed and used in other subjects.

Commentary

67. In the 2003 national tests taken by pupils in Years 2 and 6, standards were average compared to schools nationally, but well below average when compared to similar schools. Standards have been variable over the last three years in Year 2, but have been broadly average. There is a similar picture in Year 6. Standards being reached by the current Year 6 pupils are in line with the national average. There is no significant difference in the achievement of boys and girls.
68. Pupils enter Year 1 with limited skills and knowledge but learning is not sustained and by Year 2 higher attaining pupils are not doing well enough. Although they count back from 100 and can recognise coins accurately, they struggle to identify pennies in £2, and in subtracting coins from 70 pence.
69. Progress across the school is satisfactory overall but a minority of pupils, especially the most able, underachieve. However, the key weakness lies in Key Stage 1 and steps are in hand to address this weakness and are already having an impact. Progress across Key Stage 2 is satisfactory. Pupils in Year 4 make good progress when they correctly multiply and divide by 10, 100, and 10000. In Year 6 pupils can find patterns and understand how to apply and check rules for specific functions. They are supportive of each other, listen carefully to their teachers and help each other, for example with resources.
70. During the inspection, the quality of teaching observed was satisfactory overall, though both very good and unsatisfactory teaching was observed. From the scrutiny of pupils' work, their achievement over time has often been unsatisfactory. Too often, teachers' expectations of the higher attaining pupils, more especially at Key Stage 1, have been too low. A setting system was introduced in Key Stage 2 last November. Pupils are grouped according to their assessed mathematical ability and this is beginning to make an impact, particularly in Year 6 where the higher attaining group, taught by the headteacher, is making very accelerated progress.
71. Teachers ensure that most pupils have a sound knowledge and understanding of all aspects of the mathematics curriculum. The development of problem solving skills and strategies helps all pupils to understand the importance of mathematics in real life situations. Mathematics becomes relevant as well as being fun. In some lessons, higher achieving pupils are not challenged enough to work faster and complete more. They also under achieve when work is not well matched to their needs and abilities.
72. When teaching is good, significant strengths include very clear explanations of activities and good questioning skills that support the development of pupils' understanding. Additionally, high expectations of the ways in which pupils present their work are evident, and they are well

supported by much high quality marking. Consequently, pupils are clear about what they need to do to improve and they respond well and confidently. Where lessons are unsatisfactory the work set is insufficiently challenging, especially for higher attaining pupils, and the pace is too slow. A sound range of assessment procedures are in place, but their use is too often unsatisfactory.

73. The leadership and management of the subject are satisfactory. The new subject leader, the headteacher, has a clear view of aspects for improvement and the action required. She has a good knowledge of pupils' levels of attainment across the school and has taken immediate steps to address underachievement in mathematics. This is already having a noticeable effect in raising standards.
74. A suitable emphasis is placed on planning, to ensure that the activities are well matched to pupil abilities. As a result pupils are starting to be better challenged by the teaching they receive, and there are clear expectations for the pupils to use appropriate mathematical methods. This leads to pupils achieving well.

Mathematics across the curriculum

75. The development of mathematical skills through other subjects is limited. Whilst there is evidence of pupils using competently multiplication tables and measurements in science and design and technology, this is not specifically planned for across the school. Opportunities to teach or reinforce data handling skills in science or geography, for example, are being missed.

SCIENCE

Provision in science is **unsatisfactory**.

Main strengths and weaknesses

- Improvements since the last inspection are poor.
- Standards are below average.
- Pupils' achievement is unsatisfactory.
- There have been difficulties with subject leadership but the situation is improving.
- Teaching of investigative science is unsatisfactory.
- There is little use of ICT to support science.
- There is a lack of rigorous assessment.

Commentary

76. The quantity and quality of pupils' work seen during the inspection was unsatisfactory and, when combined with unsatisfactory teaching, contributes to their underachievement. Standards were above average at the time of the last inspection but have since declined so that last year's national testing revealed that the attainment of 11 year olds was in the bottom 5 per cent of all schools nationally when compared to similar schools. Very few pupils gained the higher level grades and their achievement, particularly that of the higher attainers, is unsatisfactory. Improvements since the previous inspection are poor.
77. Equal amounts of satisfactory and unsatisfactory teaching were observed. Teaching must be judged as unsatisfactory overall as too much work in the past has not been well-related to developing pupils' scientific thinking, to the detriment of standards. Lessons are rather teacher dominated with too much explanation and too little independent investigation. In discussion, pupils described recording investigations, predicting outcomes and watching various demonstrations but indicated that only sometimes do they carry out their own testing, or use ICT to measure or record data. Planning is too often unsatisfactory in that the tasks are not well designed to meet the needs of all pupils and especially the higher attainers. As a result

these pupils become bored. Teachers tend to follow the curriculum guidelines rigidly and do not reflect the changing needs of the pupils, resulting in some lessons being unsuitably planned. Consequently, some pupils are insufficiently challenged whilst others do not have opportunity to reflect and consolidate.

78. There was little evidence to show that ICT was being used to support learning in science.
79. Leadership of science, for all that it is now improving, has been unsatisfactory as there has not been a real impact on standards. The headteacher and subject leader in training are now overseeing science and their development action plan identifies key issues for improvement including more investigative science and the planned use of use of ICT to support science.
80. In the previous inspection report, assessment was being undertaken and teachers were using data to inform their future planning. Marking helped pupils to improve. Unfortunately this situation has declined significantly. There is now little assessment being carried out in science and consequently no proper tracking of the development of skills.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for information and communication technology is **unsatisfactory**.

Main strengths and weaknesses

- Standards are below national expectations.
- Teaching is not specifically planned to maximise the resources available.
- Subject leadership is unsatisfactory.
- Information and communication technology is not used effectively to support learning across other subjects.
- There is little assessment or tracking of the development of pupils' ICT skills.

Commentary

81. Reference to the previous inspection report shows that standards have not improved and remain below national expectations. In a lesson observed for pupils in Year 6, about half still found it difficult to successfully import text and pictures from the Internet without adult help. In a session with a group of more able pupils in Year 6 they demonstrated their simple presentations using limited word processing skills but had no understanding of how to use special effects to make their work more interesting. Pupils' achievement is unsatisfactory.
82. The quality of teaching and consequently pupils' learning is unsatisfactory. Teachers do not plan well for ICT. Teaching is ineffective, due partly to the limitations of the computer suite but, more importantly, to a lack of understanding of how to use resources to their best effect. Activities often lack sufficient challenge for more able pupils, and teachers have low expectations regarding the standard pupils are capable of achieving. Difficulties with connecting to the Internet are well known, yet some lessons are still planned in such a way that leads to pupils making little progress due, in part, to limited time actually using the machines. There are no aids or help checklists, which would help develop independence and enable the teacher's time to be deployed more productively in helping the less able. After the previous inspection, governors ensured that specific hardware was purchased and an ICT suite was installed in the school. However, the continuing development of ICT provision has not been managed adequately and teachers have only fairly recently received training.
83. Leadership is unsatisfactory. The co-ordinator does not regularly monitor planning or scrutinise work and consequently has a limited idea about standards across the school, ensuring National Curriculum coverage, developing the subject or ensuring improvements are instigated.

84. Although teachers know pupils well, the development of skills is impaired because of the lack of assessment and recording of progress. This is a similar situation described to that in the previous inspection report. Very few lessons observed had tasks that were well matched to the abilities of all pupils. More able pupils carried out similar activities in lessons to all other pupils and consequently they became restless, and under achieved.

Use of information and communication technology across the curriculum

85. ICT is not used well to support learning in other curriculum areas. Teachers' planning rarely includes reference to links to the use of ICT, consequently very little use was seen during the inspection. Only small quantities of pupils' work were available for scrutiny. Computers were mostly not switched on during the inspection and pupils did not freely use them to extend their learning opportunities, which is a waste of available resources.

HUMANITIES

86. History and geography are taught regularly but during the short period of the inspection no firm judgements could be made about standards and provision. Religious education was not inspected because of the school's voluntary aided status.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

87. No lessons were observed in **art and design** or **physical education** so no judgement on provision or standards is possible. The school has given **physical education** a high profile and all pupils receive at least two hours of curriculum time devoted to physical education. There is a very good range of extra-curricular sporting activities and these add significantly to the pupils' experiences. Pupils' **art and design** work is carefully displayed and so contributes well to the learning environment.
88. In **design and technology**, discussion with pupils showed that they are gaining experience of a range of materials and techniques and developing the expected subject skills through designing and making a variety of products, but it was not possible to make firm judgements about provision or standards.

Music

Main strengths and weaknesses

- Instruments and resources are of good quality.
 - Peripatetic instrumental tuition is provided and enhances provision.
89. The school has made satisfactory progress since the last inspection. Only one lesson of music was observed during the inspection so it is not possible to make secure judgements about teaching and overall standards, so the subject can only be reported as sampled. Equipment and musical instruments are good and the purpose built music room enhances the provision in the school.
90. In assembly, pupils demonstrate good pitch and tone overall and show that singing skills are nurtured well. Outside of class lessons there are further opportunities for pupils to develop instrumental skills with support from peripatetic music staff. A good range of musical events and activities such as arts weeks, recorder clubs, orchestra and choir enhance the curriculum.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education

91. No lessons were seen in this area of the school's work and so no judgements are made about overall provision.
92. The school sees pupils' personal development as an important part of its work. There is a sensible programme of activities including work on diet, health, sex, drugs and personal safety. This programme helps pupils develop a safe and healthy life style, gain confidence and interact with others. It is well supported by visits from outside agencies. The school council and recent visits by the local member of parliament plus visits by the Tavistock conservation group, help provide older pupils with opportunities to witness democracy at first hand.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	5
How inclusive the school is	5
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	5
Overall standards achieved	5
Pupils' achievement	5
Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	4
The quality of education provided by the school	5
The quality of teaching	5
How well pupils learn	5
The quality of assessment	5
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	2
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	4
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	2
The leadership of other key staff	4
The effectiveness of management	5

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