

## INSPECTION REPORT

**South Petherwin Community Primary School**

Launceston/Cornwall

LEA area: Cornwall

Unique reference number: 111947

Headteacher: Mrs K Harvey

Lead inspector: Mr Stephen Dennett

Dates of inspection: 31<sup>st</sup> January to 3<sup>rd</sup> February 2005

Inspection number: 267693

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:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
Number on roll:	94
School address:	South Petherwin Launceston Cornwall
Post Code:	PL15 7LE
Telephone number:	01566 776363
Fax number:	01566 776363
Appropriate authority:	Governing body
Name of chair of governors:	Mr Paul Jeffery
Date of previous inspection:	26/04/1999

## **CHARACTERISTICS OF THE SCHOOL**

South Petherwin Primary School is a small community school serving the village of South Petherwin and the surrounding communities. A few pupils come from the nearby town of Launceston. It provides full-time education for 94 pupils aged four to eleven. At the time of the inspection 12 children were under five years of age. The school is popular locally and its roll is currently rising. Nearly all the pupils are from a white British background. No pupil speaks English as an additional language. The number of pupils eligible for free school meals is below the national average. The social and economic circumstances of pupils are varied, but broadly average. Over a third of the pupils attending the school come from outside the immediate catchment area. Nineteen pupils have been identified as having special educational needs and this figure is above the national average and rising. The number of pupils with Statements of Special Educational Need attending the school is below average. Pupils have been identified as having moderate learning difficulties, physical disabilities and emotional and behavioural difficulties. The school has small groups entering each year. Inward pupil mobility is average. The composition of year groups varies considerably but, overall, pupils' attainment on entry to the school is average. The school has received a School Achievement Award (2000). It has received recognition as a Healthy

School (2003) and awards for Primary Schools Services to Sport (2004) and the FA Charter Standard for Football (2004). It has also been awarded the Active Mark Gold (2004).

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
13712	Stephen Dennett	Lead inspector	Science Information and communication technology (ICT) Design and technology Physical education
11564	Jean McKay	Lay inspector	
20645	Rosemary Webber	Team inspector	English Geography History Foundation Stage English as an additional language
32432	Judith Mumby	Team inspector	Mathematics Religious education Art and design Music Pupils' personal, social and health education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a good school with a number of very good features and no significant weaknesses. Pupils achieve good standards in their work and teaching is good. The quality of education provided is good and the school has a very good ethos. Leadership and management are good overall and the school provides good value for money.

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

- Standards in mathematics are well above average at the end of Year 6.
- The leadership provided by the headteacher is very good.
- Provision and standards in Years 1 and 2 are not as good as elsewhere in the school.
- The school has very good assessment procedures.
- There are very good links with parents, the community and other schools.
- Attendance is very good.
- Resources for information and communication technology are unsatisfactory.

The school has made a good level of improvement since the last inspection. Although no major issues were identified at that time, the minor improvements suggested by inspectors at that time have all been dealt with effectively.

### STANDARDS ACHIEVED

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

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

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

Standards are above average overall and pupils' achievement is good.

In the national tests at the end of Year 2 in 2004, standards were average in reading, writing and mathematics when compared nationally. When compared with schools with a similar number of pupils eligible for free school meals, standards were well below average in reading and mathematics and below average in writing. According to teachers' assessments, standards in science were very high. Caution should be taken in interpreting these test results, as the number of pupils taking the tests was small and statistical variations are consequently large. Inspection findings largely agree with the test results and show that standards in English and mathematics are broadly in line with the national average. However, standards in science are not as high as indicated by teacher assessments and are average when compared nationally. Standards in design and technology and information and communication technology (ICT) are also average. Standards in religious education exceed the expectations of the locally agreed syllabus.

At the end of Year 6 in the 2004 national tests, standards were average in English, both compared nationally and in comparison with similar schools<sup>1</sup>. In mathematics, standards were well above average, both compared nationally and in comparison with similar schools.

<sup>1</sup> Similar schools are those whose pupils attained similarly at the end of Year 2.

Standards in science were above average compared nationally and in comparison with similar schools. Caution should be taken in interpreting these test results, as the number of pupils taking the tests was small and statistical variations are consequently large. Inspection findings agree with these good results. Standards seen during the inspection in English and science are above average and standards in mathematics are well above average. Standards are above average in design and technology and physical education. Standards in ICT are broadly average. In religious education, standards exceed those expected by the locally agreed syllabus.

Attendance is well above average and punctuality is very good. Pupils' attitudes and behaviour are both good. Pupils' spiritual, moral, social and cultural development is very good overall.

## **QUALITY OF EDUCATION**

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

Teaching and learning are good overall. Teaching is good in the Foundation Stage and Years 3 to 6. In Years 1 and 2 it is satisfactory. Teachers have good subject knowledge which they use effectively to ensure pupils make good progress in their acquisition of knowledge, understanding and skills as they move through the school. Good use is made of teaching assistants to support pupils' learning. Pupils have a good capacity to work independently and collaboratively and this has a good effect on their learning. There are very good systems for assessment and the information gathered is used very well to respond to pupils' individual needs.

The curriculum is good. The school makes good provision for pupils with special educational needs and, as a consequence, these pupils make good progress. The school provides very good opportunities for the enrichment of the curriculum. The accommodation is satisfactory overall and resources are good overall, although there are insufficient computers to teach ICT effectively. The hall and one of the classrooms are too small for fully effective teaching.

Provision for pupils' care, welfare, health and safety is very good. There are very good links with parents, the community and other schools.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are **good**.

The governance of the school is good. The governors play an effective role in monitoring the school's performance. The information they have gathered has a positive influence on policy making and the quality of provision. The leadership by the headteacher is very good and she is effectively assisted by other staff. The headteacher is a very good practitioner and provides a highly effective role model for other staff. The management of the school is good overall. Very good use is made of self-evaluation and the monitoring of performance information to set clear targets for improvement.

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

Parents' views of the school are very positive and they feel that the school is doing a good job in educating their children. Some parents expressed concern over provision in Class 2 and the inspection team in part agrees with these concerns.



Pupils' views of the school are good. They feel the school council is very effective in making their views known to the staff. Pupils enjoy being at school and take part with enthusiasm in clubs and activities.

### **IMPROVEMENTS NEEDED**

This school does not have any significant weaknesses. However, in order to improve the provision and further raise standards, the school should:

- improve provision and raise standards in Years 1 and 2;
- improve resources for ICT.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

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

Standards are **above average** overall and pupils' achievement is **good**.

#### **Main strengths and weaknesses**

- Children exceed the early learning goals in their personal, social and emotional development and in their physical development by the time they enter Year 1.
- Standards in mathematics are well above average at the end of Year 6 and pupils' achievement is very good.
- Standards in English, science, design and technology, physical education and religious education are above average at the end of Year 6 and pupils' achievement is good.
- Pupils with special educational needs achieve well.

#### **Commentary**

1. Children enter the school with levels of attainment which are broadly average. By the time they enter Year 1, they attain standards which are in line with those expected in their communication, language and literacy skills, their mathematical development, their knowledge and understanding of the world and their creative development. They exceed the expected levels in their physical development and their personal, social and emotional development. Overall, children's achievement is satisfactory.
2. Standards in national tests at the end of Year 2 have risen overall over the past three years. Standards in national tests in 2004 were average in reading, writing and mathematics. In teacher assessments, standards were very high in science. However, when compared with schools with a similar number of pupils eligible for free school meals, standards were well below average in reading and mathematics and below average in writing. Caution should be taken in interpreting these test results, as the number of pupils taking the tests was small and statistical variations are consequently large. The inspection findings are that standards are average in English, mathematics and science. There is some variation between years because of the small number of pupils in each group, but most pupils' achievement is satisfactory. Standards are also average in design and technology and ICT. Standards in religious education exceed the expectations of the locally agreed syllabus.

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

Standards in:	School results	National results
Reading	16.0 (15.9)	15.8 (15.7)
Writing	15.1 (13.5)	14.6 (14.6)
Mathematics	16.3 (16.4)	16.2 (16.3)

*There were 16 pupils in the year group. Figures in brackets are for the previous year.*

3. Standard in national tests at the end of Year 6 declined overall between 2000 and 2003. However, there was a slight improvement between 2003 and 2004. Caution should be taken in interpreting these test results, as the number of pupils taking the tests was small and statistical variations are consequently large. In the 2004 national tests, standards were average in English, well above average in mathematics and above average in science. In comparison with similar schools<sup>2</sup>, standards were average in English, well above average in mathematics and above average in science. The inspection findings are that standards are above average overall and pupils' achievement is good. Standards at the end of Year 6 are currently well above average in mathematics and pupils' achievement is very good. Standards are above average in English, science, design and technology and physical education. Pupils' achievement in these subjects is good. In religious education, standards exceed the expectations of the locally agreed syllabus and pupils' achievement is good. Standards in ICT are average and pupils' achievement is satisfactory. Pupils' skills in English and mathematics are well developed and pupils make good use of them to support their learning in other subjects. The use pupils make of their ICT skills in other subjects is satisfactory.

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

Standards in:	School results	National results
English	27.0 (27.0)	26.9 (26.8)
Mathematics	28.6 (27.0)	27.0 (26.8)
Science	29.4 (29.3)	28.6 (28.6)

*There were 15 pupils in the year group. Figures in brackets are for the previous year.*

4. Pupils with special educational needs make good progress and achieve well as a result of the good support in lessons from well trained teaching assistants. Pupils reach their individual targets successfully and sometimes reach standards which are in line with the expected level for their age. As pupils make good progress, their names are removed from the special educational needs register. Provision for gifted and talented pupils is good, both in lessons and by extra support outside the school. Good links with the secondary school provide extra challenging activities for these pupils.

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

Pupils' attitudes and behaviour are **good**. Provision for pupils' personal development is **very good**. Attendance is **very good**.

**Main strengths and weaknesses**

- Pupils are keen to work and this has a positive effect on their learning.
- High expectations ensure well behaved pupils who are keen to learn and progress.
- The development of moral, social and cultural education is very good.
- Attendance is well above the national average.

<sup>2</sup> Similar schools are those whose pupils attained similarly at the end of Year 2.

## Commentary

5. Pupils' attitudes to school are good. Most pupils look forward to school, enjoy lessons and are keen to take part in all the activities. Relationships are good between pupils themselves and between adults and pupils. This has a positive effect on pupils' attitudes and learning. Pupils feel confident in their learning because they know their contributions are valued. Teachers treat pupils with courtesy and fairness and in return pupils respect their teachers. Pupils' views of the school are good. They think the school council is very effective in making their views known to staff.
6. Pupils' behaviour in lessons is frequently very good in Years 3 to 6. This is due to the high expectations of the teachers and the consistent way in which they apply their behaviour management techniques. Some behaviour management techniques are less effective in Years 1 and 2 and this has a negative effect on the quality of learning and means that behaviour in lessons is only satisfactory. The behaviour of most pupils with special educational needs is good. The school has a very small minority of pupils with behavioural problems. Teachers have sought and received support from outside agencies in order to meet pupils' needs best. Pupils are well aware of how they should behave and fully understand the school and class rules. Bullying is not a significant problem. When occasional incidents occur they are dealt with promptly and effectively. The school has a zero tolerance approach to bullying and harassment and keeps detailed records to monitor and control this.
7. The ethos of the school is very good and is effectively supported by the spiritual, moral, social and cultural aspects of the curriculum. The provision for spiritual development is good. Spirituality is promoted in assemblies and other areas of the curriculum, such as art. Assemblies fully meet the requirements for collective worship and usually include a prayer and a hymn. Moral development is very good. Pupils learn to distinguish right from wrong. The ethos of the school contributes effectively to the pupils' sense of community and respect for others. All pupils are encouraged to take initiative and to help one another. Older pupils care well for younger pupils. Pupils have opportunities to take on a range of jobs to help them feel more responsible. There is a school council which contributes to appropriate decisions in school life.
8. Social development is very good. Pupils show respect for one another and for adults at all times. During lessons pupils discuss their work in appropriate ways and support one another's learning. There are good opportunities for pupils to develop leadership skills through the Huff & Puff Club and by being team captains. Good links with the local community extend social awareness and help pupils to appreciate the difficulties of others. Pupils take part in fundraising activities. Pupil experts are used to support less able groups. Provision for pupils' cultural development is very good. Pupils have many good opportunities to explore their local culture through visits to the local church and looking at Cornish festivals as well as festivals around the world. Geography is used effectively to promote global citizenship and an understanding of world issues. Studies in religious education have effectively developed pupils' understanding of the cultural aspects of Judaism and Sikhism.

## Attendance

9. The school's overall attendance rate of 96.1 per cent is very good. Parents are clear about their responsibilities to send their children to school regularly and on time. Parents also recognise that this regular attendance has a positive effect on their child's achievement. There is no unauthorised absence. Punctuality is very good at the beginning of the school day and a prompt and efficient start is made to individual lessons.

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

Authorised absence		Unauthorised absence	
School data:	3.9	School data:	0.0
National data:	5.1	National data:	0.4

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

## Exclusions

10. There were no exclusions during the year 2003/2004.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

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

## Teaching and learning

Teaching and learning are **good**. Assessment is **very good**.

## Main strengths and weaknesses

- Teaching in Years 5 and 6 is particularly effective.
- Teachers in Years 3 to 6 have very high expectations of pupils' performance and behaviour.
- The school has very good assessment systems which are used very effectively to respond to pupils' individual needs.

## Commentary

### *Summary of teaching observed during the inspection in 29 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
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0	12	10	7	0	0	0
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*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.*

11. All teachers have a good grasp of the subjects they teach and the areas of learning they need to cover. However, the quality of teachers' expertise in Years 5 and 6 is particularly good. Here, teachers plan interesting and well-balanced lessons which focus on key skills. As a result, pupils make very good progress in their personal development. Teachers have high expectations and pupils respond enthusiastically and work very effectively on their own and in small groups. Levels of collaboration and mutual support are high. Lessons are frequently challenging and this leads to high standards, particularly in mathematics.
12. In Years 3 to 6, teachers insist on high standards of behaviour in lessons. As a result, behaviour in many lessons is very good and learning is rapid. Pupils apply themselves to their work with high levels of concentration and produce high quality work in many subjects. Teachers' behaviour management is positive and pupils enjoy the rewards they receive for their good behaviour. These all have a positive effect on the standards they achieve and the progress they make. Good use is made of teaching assistants to support pupils' learning and to ensure that all pupils have equal access to the curriculum. Although teaching is satisfactory overall in Years 1 and 2, some lessons lack challenge and pace. In these lessons, pupils quickly lose interest and behaviour declines. As a result, learning slows. However, good use is made of teaching assistants and parent helpers to support pupils' learning and, overall, their learning is satisfactory.
13. The teaching of special educational needs pupils is good. It is particularly good in the classes where pupils' special educational needs are particularly complex. Work is specially adapted for pupils by teachers and teaching assistants are deployed well to support them. Expectations of independence and what pupils can do are appropriately high. Assessments of pupils with special educational needs are regular and thorough. The information gained is used well to set new targets which are achievable and are regularly reviewed.
14. Systems for assessment are very good and the information gained is used very effectively to track pupils' progress, especially in English and mathematics. Assessment information is also used very well to set targets and plan work for pupils. Through the careful analysis of assessments the school identified that girls were not performing as well as boys in English and as a result this group of pupils was rightly targeted for specific attention. Girls are now performing as well as boys because of this. In other subjects appropriate assessments are in place to check what pupils know and can do. A strong feature of the school's assessment arrangements is pupils' self-assessment, whereby pupils are encouraged to evaluate their own learning at the end of lessons. This contributes very positively to pupils' awareness of their own learning and helps them to strive to achieve well in subjects.

## **The curriculum**

The curriculum is **good** overall. Opportunities for enrichment are **very good**. The accommodation is **satisfactory** and resources are **good**.

## **Main strengths and weaknesses**

- A range of well planned extra-curricular activities, visits and visitors to the school significantly enhances pupils' learning across the curriculum.
- Provision for pupils' personal, social and health education is very good.
- The school prepares its pupils very well for the next stage of their education.

## **Commentary**

15. The school offers its pupils a relevant and comprehensive curriculum which fully meets statutory requirements, including provision for religious education and collective worship. Well planned opportunities, such as visits and visitors to the school, very effectively enrich the curricular provision in many subjects, particularly in English, art and music, through theatre visits, visiting artists and musicians who work alongside pupils. The school places a strong emphasis on sporting activities and has been involved in the Schools Sport Project and has achieved Sport England Active Mark Gold Award. These initiatives have significantly enhanced physical education and have raised standards in this area of learning.
16. Extra-curricular activities contribute very effectively to pupils' social development and learning across the curriculum. The school is committed to inclusion and it ensures all its pupils have equal access to the curriculum and all other activities that it provides. A very good programme of work has been implemented by the school in order to develop pupils' personal, social and health education and citizenship. Sex and relationships, and alcohol and drugs misuse, are also effectively included in this provision. The good curricular provision and the very good links the school has established with pre-schools and the local secondary school ensure that pupils are well prepared for the next stage of their education.
17. Provision for pupils who have special educational needs is good. Teaching assistants are well used and pupils' progress is monitored carefully through their individual education plans. The strategies that teachers use for all children to stimulate their desire to learn also have a beneficial effect on the children with special educational needs.
18. The match of teachers to the demands of the curriculum is good. Throughout the school teachers deploy support staff well to support pupils' learning, particularly those with special educational needs. The school's accommodation is satisfactory. The school promotes a good learning environment for its pupils. The school is free of graffiti and litter and is maintained to a high standard. However, the hall is too small for the number of pupils in the school. In lessons seen during the inspection, evidence shows that pupils are restricted in their ability to move swiftly when they are undertaking dance and gymnastics and the school is only able to invite limited numbers of parents into the school to participate in musical and drama events. The Year 3 and 4 classroom is also too small for the number of pupils. This has a detrimental effect on practical activities which, of necessity, are severely restricted. There are also a number of safety issues associated with the cramped conditions. Accommodation for the Foundation Stage is good. The outside area is spacious with well marked playing areas and a football field. There is access for disabled pupils. Resources are mainly good. However, resources for ICT are unsatisfactory as there are not enough computers in the school for the number of pupils.

## Care, guidance and support

Provision for pupils' care, welfare, health and safety is **very good**. Personal support and guidance for pupils are **very good**. The steps taken to involve pupils in the work and development of the school are **very good**.

### Main strengths and weaknesses

- There are very good systems to ensure the care, health and safety of all pupils in the school.
- Pupils with special educational needs are encouraged well to check their own learning targets and they receive good counselling if they have behavioural difficulties.
- Pupils mainly feel confident about approaching adults in the school if they have a problem.
- There are very effective induction arrangements.

### Commentary

19. The very good procedures for ensuring child protection are well known by all staff and are carried out in accordance with local practice. The school takes seriously the health and safety of all its pupils and makes regular safety checks of the school. During the inspection pupils were able to say exactly what they would do in the event of a fire. First aid provision is very good and there are very good arrangements for looking after pupils who are ill. Pupils also said they knew who they could approach if they had a problem. The school believes that its small school ethos means that each child is very well known and his or her needs can be personally assessed and catered for. Inspection evidence agrees that this is indeed the case.
20. The personal development of pupils is monitored very well by all adults in the school, who also act as effective role models. Teachers work sensitively and conscientiously to meet the needs of all the pupils in their care, including pupils with behavioural needs. The school believes in instilling the awareness of the needs of others when formulating codes of behaviour and school rules and, as a result, most pupils are self-confident, well mannered and considerate of each other and visitors. Each class has its own rules and, as a result, the school is a well-ordered community. Pupils spoken to during the inspection said they would have no hesitation in approaching staff if they had a problem. They welcomed being included in the running of the school in a number of ways. Pupils also thought their views were taken into consideration by being members of the school council.
21. Throughout the school pupils with special educational needs are well supported and this ensures that their self-esteem remains high. Pupils with Statements of Special Educational Need have good individual plans which link well to the targets identified and parents spoken to during the inspection praised the help and advice they had received from the school. Other pupils with learning or behavioural difficulties are set appropriate targets and these are monitored well by staff and also by pupils themselves. The school maintains very good records of any accidents or incidents and the appropriate action taken is also noted.
22. Arrangements to settle children well into school when they start are very good. Parents think that the very good links with the local pre-school ensure that their children settle happily into reception. Similarly, the very good liaison between this and



the local community college means that pupils are very well prepared for the next stage in their education. Pupils spoken to during the inspection said they very much enjoyed their visits to the college for sporting activities and were looking forward to starting the next stage of their education.

## **Partnership with parents, other schools and the community**

There are **very good** links with parents and the local community. There are also **very good** links with other schools.

### **Main strengths and weaknesses**

- Parents make a very good contribution to pupils' learning.
- The very good links with the community help to enrich the curriculum.
- There are very good links with local schools and the community college.

### **Commentary**

23. The very good partnership which the school enjoys with parents and members of the community, praised in the last inspection report, continue to the present time. There is openness between parents, governors and the school which has grown since the previous inspection. Parents make a very good contribution to their children's learning by providing valuable help in the classroom, on trips and visits. They also raise significant funds for the school through the Parents' Association. Most parents spoken to during the inspection said they felt confident in approaching the school management with suggestions or complaints and the strength of this link with parents makes a very positive impact on relationships within the whole school community. Parents said they thought the quality of information they receive is very good. They appreciate the regular newsletters. The school operates an open door policy. Formal parent evenings are well attended. Parents of pupils with special educational needs said they were fully involved and informed about their children's reviews and targets for development.
24. The school has traditionally played an important part in the life of the village and many parents and grandparents were pupils at the old school. Members of the local community are always invited to social activities. The school receives regular press coverage, which also raises its profile, and ensures that everyone in the village is fully involved in its activities. When the local vicar has completed his cycling proficiency training, he will hold classes for all pupils in the school.
25. Although this is a small rural village school, every effort is made to ensure that it is not isolated from other schools and colleges in the area. There are very good links with other schools and colleges. Pupils in Year 6 will undertake transitional work before they start at the community college in September and prior to that teachers from the college will visit the school regularly to take lessons. Sporting fixtures are also organised with a local group of schools, which are much enjoyed by pupils.
26. Parents of pupils with special educational needs are closely involved even before their child is placed on the register. They are shown draft individual education plans and

invited to comment, either through a letter or by a meeting with the class teacher. These are reviewed at least every term and progress is discussed with parents.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are **good** overall. The leadership of the headteacher is very good. The leadership of other key staff is good, as are governance and the effectiveness of management.

### **Main strengths and weaknesses**

- The headteacher has a very clear vision for the school and a resolute sense of purpose.
- The headteacher provides a very good role model for other staff and pupils.
- Strategic planning is very good.
- There are very effective systems for self-evaluation and taking effective action.

### **Commentary**

27. The headteacher has a very clear vision for the school and there is a dynamic sense of purpose to all its work. The headteacher is a very good practitioner and she sets high standards in her own lessons. This provides a good role model for other staff and pupils. She is very ably supported by her relief teacher and they work together effectively as a team. The school's development plan has correctly identified a number of key issues, including the raising of standards in Years 1 and 2 and improving provision for information and communication technology. The headteacher is supported effectively by the governing body and other staff. Although the school is small, staff and governors take their many responsibilities seriously and this has a positive effect on the overall leadership and management of the school. Other staff also make valuable contributions to the leadership of the curriculum in their roles as subject co-ordinators.
28. Governors are actively involved in the work of the school and the chairman has been effective in moving the governing body forward since its last inspection. As a result of their involvement, governors have a good grasp of the strengths and weaknesses of the school and contribute effectively to the debate about raising standards and improving provision.
29. The management of the school is good. A very detailed analysis of performance data has led to a very effective tracking system. This enables teachers to identify weaknesses in pupils' learning and to set realistic targets for improvement. The information has also been used very effectively to refine the school's improvement plan. Other systems for self-evaluation are also very good and are constantly being refined to improve the school's understanding of how it can improve. The improvement plan is effectively linked to teachers' performance management and continuing professional development.
30. The leadership and management of special educational needs are good and lead to good provision. An effective system has been set up to support pupils with special educational needs. The headteacher, in her role as special needs co-ordinator, liaises with all staff over identified needs and supports class teachers in their writing of

individual education plans. Good links are maintained with appropriate outside agencies such as the educational psychologist, speech and communication specialists and others. Finance for special educational needs is allotted appropriately, with an emphasis on providing more teacher assistants to support special needs pupils. The school is committed to inclusion and all pupils have full access to the school's many activities and events.

31. There are good systems for financial management and planning. Although the school has suffered from dramatic increases in employment costs there is now a secure budget-making process which is closely overseen by the governing body. This has ensured that there are sufficient funds for all the school's current improvement projects. At present the school has a high carry forward to ensure the school has sufficient funds to finance the remodelling of the work force as required by recent government legislation. This will retain the good pupil to teacher ratios currently enjoyed by the school. The day-to-day administration of the school is managed well by the school secretary.

**Financial information for the year April 2003 to March 2004**

<b>Income and expenditure (£)</b>	
Total income	229,576
Total expenditure	232,097
Expenditure per pupil	2,392

<b>Balances (£)</b>	
Balance from previous year	36,066
Balance carried forward to the next	33,545

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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

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

#### **Main strengths and weaknesses**

- Curriculum planning has significantly improved since the last inspection.
- Leadership and management are good.
- Improvement in resources and accommodation has been effective in raising standards in physical development since the last inspection.

#### **Commentary**

32. The weakness in curriculum planning indicated in the last inspection has been thoroughly addressed and there has been good improvement in provision for children in the Foundation Stage. There are now detailed curriculum plans in all areas of learning and planning is suitably modified to cater for the needs of children under five within a mixed aged class. These guidelines support teachers' planning well and the quality of teaching is good. Adults understand the needs of young children well and good focus is placed on developing children's personal and social skills. This means children's achievement in this area of learning is good and standards are above average for children of this age. This and the very good induction arrangements into the school ensure that children settle quickly and happily into school life. Teaching is judged to be good overall because children are prepared well for their entry into Year 1 and assessment is used very effectively by teachers to track children's progress and plan appropriate work. The good leadership and management by the co-ordinator ensure standards and provision are carefully monitored. Resources for children's physical development have improved since the last inspection and these have had a positive effect on raising standards in this area of learning, which are now above average for children of this age.

#### **Personal, social and emotional development**

Provision for children's personal, social, and emotional development is **good**.

#### **Main strengths and weaknesses**

- Children's achievement is good and standards are above average.
- Teaching is good.

#### **Commentary**

33. Children achieve well because of effective teaching which promotes this area of learning well across all other areas of learning and school life. Very good relationships exist between children and adults and all staff provide very positive role models for

children to follow. A positive approach to behaviour management is well promoted and all adults encourage early independence and very effectively promote personal skills such as showing respect and working co-operatively with others. Children soon gain confidence and show they are able to take part in activities with interest, enjoyment and good levels of concentration for their age.

## **Communication, language and literacy**

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

### **Main strengths and weaknesses**

- Teaching is good.
- Children achieve particularly well in reading.

### **Commentary**

34. The achievement of children in this area of learning is satisfactory and standards are in line with age-related expectations. Teachers promote early reading skills very well and by the age of five most children know their initial letter sounds and can read simple words and sentences well for their age. Teachers organise theme corners and role play activities well in order to promote children's speaking, listening and early writing skills. Early writing and reading skills are consistently and effectively promoted in other areas of learning and good planning ensures the needs of different ability groups are well catered for. Children listen attentively to adults in many situations and they respond very quickly to instructions and this supports their learning well. In writing, children can write some letters of the alphabet reasonably accurately and higher attaining children begin to write simple words.

## **Mathematical development**

Provision for children's mathematical development is **good**.

### **Main strengths and weaknesses**

- Teaching is good.

### **Commentary**

35. Children's achievement is satisfactory and standards are in line with age-related expectations. Teaching is well structured and teachers use a range of teaching methods and resources well in order to support children's learning. Children soon learn to count to 10 and beyond and can identify numbers before and after a given number. Teachers promote proper mathematical vocabulary well and children know such terms as more than, less than, heavier and lighter.

## **Knowledge and understanding of the world**

Provision in knowledge and understanding of the world is **good**.

### **Main strengths and weaknesses**

- Teaching is good.
- Teachers use the school environment very effectively in order to develop children's knowledge and understanding of the world around them.

### **Commentary**

36. The achievement of children is satisfactory and standards are in line with age-related expectations. Teachers use the school environment and visitors to the school very effectively to develop children's knowledge and understanding about the world around them. Children investigate trees and plants in the school garden and then successfully learn the different parts of a plant through observation and the labelling of simple diagrams. Well planned visits from the police and other community services help children understand how people help us. In ICT children can manipulate a mouse well in order to click on icons and move items around the screen.

### **Physical development**

The provision for children's physical development is **good**.

### **Main strengths and weaknesses**

- Teaching is good.
- Resources have improved since the last inspection and these have had a positive effect on raising standards.

### **Commentary**

37. Children's achievement is good in physical development and standards are above average. The school now has a good range of large outdoor play equipment which enables children to access the full curriculum in order to support their learning. As a result standards have improved since the last inspection. In dance, children move with good levels of expression and agility for their age and move with good control and co-ordination. Children also manipulate scissors, pencils and paint brushes well in order to cut, paint and draw.

### **Creative development**

The provision for children's creative development is **satisfactory**.

There are no significant strengths or weaknesses

### **Commentary**

38. The achievement of children in creative development is satisfactory and standards are average. Teachers provide children with sufficient opportunities to construct imaginative structures from construction kits, play dough and junk materials. Children are able to apply paint very carefully in order to make pictures and apply paint to printing blocks. Teachers effectively enable children to experience a satisfactory range of different media, such as chalks, crayons and pastels in order to support their learning. In music, children can sing a range of familiar songs well from memory.

## **SUBJECTS IN KEY STAGES 1 AND 2**

### **ENGLISH**

Provision for English is **good**.

#### **Main strengths and weaknesses**

- Pupils achieve well in reading across the school.
- Teaching is very good in Years 3 to 6.
- Assessment is used very effectively to track pupils' progress.
- Leadership and management are good.

#### **Commentary**

39. Pupils' achievement in English is good in Years 3 to 6 and standards are above average by the end of Year 6. In the 2004 national tests for pupils aged eleven, pupils achieved standards in line with the national average and this has been the case since 2002. Pupils also achieved average standards in relation to their prior attainment and below average standards in comparison with similar schools since 2002. Although satisfactory, pupils in Years 1 and 2 do not achieve as well and standards are in line with the national average in both reading and writing by the age of seven. The results of the national tests also reflect this.
40. Standards in speaking and listening are good, particularly in Years 3 to 6. Teachers provide pupils with plenty of opportunities to speak in front of others in a variety of situations. This supports pupils' learning well and throughout the school pupils speak confidently and express their views and opinions clearly. Pupils listen to each other and adults attentively in many different situations and this supports their learning very well in subjects. Pupils achieve well in reading and standards are above average at the end of Year 2 and Year 6. Teachers promote reading skills effectively and by the age of eleven pupils read a range of texts fluently and confidently and with a good understanding. Library and research skills are also promoted well and pupils across the school know how to use a library. Pupils use an index and can skim and scan texts in order to find information. In writing, achievement of pupils in Years 3 to 6 is good and, by the end of Year 6, standards are above average. Pupils do not achieve as well in Years 1 and 2. By the end of Year 2, pupils have acquired a satisfactory understanding of story structure and can write simple stories and sentences, usually demarcated correctly with full stops and capital letters. By the end of Year 6, pupils select and use a wide range of vocabulary in order to make their writing interesting and can construct and phrase complex sentences well in order to express what they

mean in longer passages. Their handwriting and presentation skills are very good and they organise their written work very well across the curriculum. Their knowledge of grammar is good. Although satisfactory overall, pupils' attainment in spelling is weaker than in other aspects of writing.

41. The quality of teaching and learning is good overall. Teachers have secure subject knowledge and this enables them to promote key skills effectively and plan a curriculum relevant to pupils' needs, based on the National Curriculum. In Years 1 and 2, the quality of teaching is satisfactory overall. However, guided work and writing are not sufficiently structured in order to teach key skills and behaviour management is sometimes insecure. The higher standards achieved by pupils in Years 3 to 6 can be attributed to the very good teaching. Teachers have high expectations of what pupils can achieve in relation to what they have already attained and the work that is planned is well matched to the needs of pupils. A particular strength in teaching are the very good assessment arrangements that are used very effectively by teachers to track pupils' progress and identify pupils who need extra support in order to raise their attainment further in specific areas of their learning.
42. The leadership and management of the subject are good. The co-ordinator provides a very good role model for other staff to follow and her monitoring of standards, teaching and learning is thorough and enables appropriate and well targeted development in the subject to take place. There has been good improvement since the last inspection because of the effective leadership and management of the subject. Planning to cater for the needs of pupils in mixed age classes has significantly improved and the needs of different groups of pupils, including those who have special educational needs, are well catered for through appropriately planned tasks. Standards in writing are improving because of a clear drive by the school to raise standards in this aspect of the subject. Resources for the subject have also improved and these have had a positive effect on both reading and writing standards, particularly in the juniors.

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

43. Cross-curricular links with other subjects are good. Speaking and listening are well promoted across the curriculum. In history, pupils in Years 1 and 2 were seen to play the parts of some key historical characters from the time of the Stuarts in order to answer questions about the Great Fire of London. Teachers also provide plenty of opportunities for pupils to write for different purposes and at length in other subjects. In science and design and technology pupils organise their writing well in order to explain their investigations and evaluate their model making. ICT is also used effectively to support drafting skills.

### **MATHEMATICS**

Provision for mathematics is **very good**.

#### **Main strengths and weaknesses**

- Standards of attainment are well above average at the end of Year 6.
- Teaching is very good in Years 3 to 6.



## Commentary

44. In the 2004 national tests, standards were well above average at the end of Year 6. Standards in mathematics have consistently been above average and, when compared with this group of pupils' attainment at the end of Year 2, are well above average. Standards have risen since 2003 and continue to rise. As the number of pupils taking the test each year is small, caution should be exercised when interpreting statistical results. At the end of Year 2 test results were in line with the national average and well below when compared with similar schools. Inspection findings confirm these standards at the end of both Year 2 and Year 6. Pupils' achievement is satisfactory in Years 1 and 2 and very good in Years 3 to 6.
45. The quality of teaching and learning is very good overall. Teaching in Years 1 and 2 is satisfactory. Very good teaching is characterised by a clear understanding of the subject. Lessons are very well planned and are challenging. Teachers give clear explanations and demonstrations. Pupils have positive attitudes to the subject, encouraged by the activities designed to stimulate learning at the start of each session. The teachers have very high expectations of achievement and these lead to continuous, purposeful activity. Work is very well matched to the needs of individual pupils and often related to the real world. Teachers always identify with the children what is to be learnt at the start of the lesson. When appropriate, pupils work with learning targets from higher or lower year groups and/or work in ability groups to enhance their learning. Behaviour management issues in Years 1 and 2 sometimes mean teaching is less effective because the pace of the lesson and pupils' concentration are lost.
46. The co-ordinator provides good leadership for the subject and ensures that the curriculum is planned to take account of the mixed age groups and meet the needs of all children. All the staff has received appropriate training and there is good support from the local education authority. A good development has been the mathematics board which displays work from all the classes. The co-ordinator is clear about areas for improvement and is able to take action on these. There is a clear system of tracking pupils' progress and very good assessment procedures. A clear vision for the future includes extending the individual target setting to group target setting. The school has shown a good level of improvement since the last inspection.

## Mathematics across the curriculum

47. There are good opportunities for pupils to apply their skills in other subjects, notably in science, ICT and design and technology. Pupils are taught to use mathematical skills, for example when measuring distance and recording results on a line graph in science.

## SCIENCE

Provision for science is **good**.

### Main strengths and weaknesses

- Pupils' standards of attainment are good overall.

- There is a good emphasis on investigative science and developing pupils' thinking skills.
- The leadership and management of the subject are effective.

## Commentary

48. In the 2004 national tests, standards were above average at the end of Year 6. They were also above average when compared with this group of pupils' attainment at the end of Year 2. Standards have improved slightly since 2002 and continue to rise. As the number of pupils taking the test each year is small, caution should be exercised when interpreting statistical results. In teacher assessments at the end of Year 2, standards were judged to be very high compared with the national average. They were also very high when compared with schools with a similar number of pupils eligible for free school meals. Inspection findings confirm these above average standards at the end of Year 6, but standards at the end of Year 2 are currently only average. Evidence from the sampling of pupils' books in Year 3 suggests that standards at the end of Year 2 are not as high as indicated by teacher assessments. Pupils' achievement is good in Year 3 to 6 and satisfactory in Years 1 and 2.
49. Pupils make particularly good progress in the development of their investigative skills in Years 3 to 6. They are given many opportunities to investigate a wide range of scientific questions and use their very good enquiry skills to gather information. Teachers organise pupils into teams in which each member has a specific task. This arrangement develops pupils' social and personal skills very well. They work together collaboratively, identifying what needs to be done in order to complete the task. Pupils make accurate predictions based on good scientific knowledge and understanding. Pupils in Years 1 and 2 have a satisfactory knowledge of plants and how living things grow. They recall that living things need water, soil, air and light to exist. Pupils' investigative skills are satisfactory and they are beginning to use suitable methods of recording their findings.
50. Teaching and learning are good overall. In Years 3 to 6, much of the teaching seen during the inspection was very good. Teaching in Years 1 and 2 is satisfactory. Very good teaching is characterised by high levels of expectation and challenge. Teachers work hard, and to very good effect, to engage pupils' interest and enthusiasm for the subject. Management of pupils is excellent and, as a result, behaviour is very good. Pupils work together very well in groups and pairs, discussing the results of their investigations and how they are going to present them. Teachers concentrate on developing pupils' higher thinking skills effectively, which enables them to think analytically about their experimental results. Where teaching is less successful, teachers' behaviour management is insecure. As a consequence, disruptive pupils distract others leading to a loss of concentration and a slowing of pace. There are good systems for assessment and the information gathered is used effectively to adjust planning and set targets for improvement.
51. The co-ordinator provides good leadership for the subject and manages it well. There has been a good level of improvement since the last inspection and teachers are now much more confident about teaching investigative science. Standards are improving overall and pupils are enthusiastic. Resources are good overall and have a positive effect on standards. However, as there are insufficient computers in the school, pupils do not have enough time to develop their scientific skills using ICT. Appropriate use is made of data logging equipment to gather and process information as pupils conduct experiments.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology (ICT) is **satisfactory**.

### **Main strengths and weaknesses**

- Lack of adequate resources has a negative effect on pupils' progress.
- Pupils have positive attitudes towards the subject and are keen to learn.
- Planning for the subject has improved since the last inspection.

### **Commentary**

52. Although there have been improvements in the overall provision for the subject since the last inspection, the lack of adequate equipment has retarded pupils' progress and standards are only just satisfactory at the end of Year 2 and Year 6. Pupils' achievement is satisfactory. In three classes there are three computers for pupils' use and in one other only two. As this latter class is the largest in the school, the access pupils have to computers to practise their skills is severely limited. The school has recently purchased an LCD video projector which is being used well by staff to introduce lessons and explain concepts. However, it is shared between the four classes and, again, this limits its effectiveness. In addition, most of the computers in the school are old and cannot run the more recent educational software pupils need to make progress in their learning. The school is aware of these deficiencies and has plans to improve resources in the near future.
53. Many pupils are keen to learn and enjoy their ICT lessons. However, they are clearly frustrated by the lack of access to appropriate equipment. Teaching in the lessons seen during the inspections was generally good but, over time, the impact of teaching is only satisfactory as pupils have not made as much progress as they could. In good lessons, teachers have high levels of expectation and challenge. They make good use of time and ensure that all pupils have equal access to the curriculum, irrespective of their underlying ability. When they have the opportunity, pupils work well together, especially in Years 5 and 6.
54. The leadership and management of the subject are satisfactory overall. The planning of ICT has been improved since the last inspection, when it was found to be unbalanced. This has been addressed and the programme of study now covers all aspects equally. Assessment systems are adequate, but need further development to ensure the effective tracking of pupils' progress and the matching of work to individual pupils' needs.

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

55. The use of ICT to support pupils' learning across the curriculum is satisfactory overall. Due to the lack of suitable equipment, opportunities are frequently missed to use computers to develop pupils' skills in other subjects. Some good work has been done in science using data logging equipment and pupils have produced letters, stories and

poems using a word processor in English. Older pupils have produced presentations to illustrate their first memories of the school, which showed a satisfactory understanding of presentation techniques and the need to take the needs of the potential audience into account.

## **HUMANITIES**

### **Geography**

56. Geography was not a focus during the inspection and no lessons were observed. As a result, it is not possible to make a judgement about provision. However, from the sampling of pupils' work, it appears that standards are average at the end of Year 2 and Year 6. Teachers' planning shows that the curriculum is securely in place and pupils study appropriate aspects of the subject across the school.

### **History**

57. History was not a focus during the inspection and only one lesson was observed in Years 1 and 2. It is not possible, therefore, to make a judgement about provision. However, the sampling of pupils' work indicates that pupils' achievement in the subject is at least satisfactory and standards are broadly average.

### **Religious education**

Provision for religious education is **good**.

### **Main strengths and weaknesses**

- Teaching is good and as a result pupils make good progress in their learning.
- Good use is made of visits and visitors to support pupils' learning.

### **Commentary**

58. Standards are good throughout the school. Pupils have a good knowledge and understanding of religion which is drawn from the locally agreed syllabus. Pupils in Years 3 to 6 gain a good understanding and knowledge of Christianity and other world religions such as Judaism and Sikhism. In Years 1 and 2 pupils focus on special people and places, which encourages them to respect other people and their environment. All the children study festivals from other cultures and faiths as well as their own, which develops positive attitudes towards other people's beliefs and faiths.

59. Teaching and learning are good throughout the school. Teachers use a wide variety of interesting methods to enthuse pupils which includes good use of resources and quizzes. During the inspection a stimulating and thoughtful lesson involving all pupils in Reception, Year 1 and Year 2 on *Why People are Special to Me* was seen. This involved visitors from the community including policemen, a fireman, a nurse and a

farmer. The local churches contribute well to the curriculum through visits such as the one in which a wedding was recreated at the local chapel.

60. The leadership and management are good. The co-ordinator has developed a two year rolling programme, based on the locally agreed syllabus, which effectively promotes pupils' learning. A good collection of artefacts and resources is being built up by the co-ordinator to support learning.

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

### **Art and design**

61. Art and design was not a focus for this inspection and no lessons were seen. It is therefore not possible to make a judgement about overall provision. The quality of work on display indicates that teaching is at least good and pupils are making good progress in the acquisition of skills throughout the school. Standards are generally above average.

### **Music**

62. Music was not a focus for this inspection and only one lesson was seen. It is therefore not possible to make a judgement about overall provision. From available evidence, however, it is clear that standards in music are well above average because of the very good teaching of the peripatetic music teacher. In the lesson seen most pupils could maintain rhythmic patterns during songs, play pitched and unpitched percussion instruments correctly, sing in tune and compose tunes. They performed with confidence and enthusiasm.

### **Design and technology**

Provision in design and technology is **good**.

### **Main strengths and weaknesses**

- Pupils have very good evaluation skills by the end of Year 6.
- Pupils enjoy the subject and this has a positive effect on the progress they make.
- The curriculum is broad and varied.

### **Commentary**

63. No lessons were seen in Years 1 and 2 but, from the sampling of pupils' work and discussions with them, it is judged that standards are average at the end of Year 2 and pupils' achievement is satisfactory. At the end of Year 6, standards are above average overall and pupils' achievement in Years 3 to 6 is good. In particular, in Years 5 and 6, pupils are very good at critically evaluating their work in progress and making adjustments where necessary. They understand the concept of a design brief and

draw up reasonable plans to accomplish their designs. Pupils have a very good understanding of how they can improve their work.

64. The quality of teaching and learning is good overall. Planning is very effective and ensures that there is good coverage of all aspects of the curriculum. Teachers are also very good at engaging pupils' interest and they in turn respond by concentrating well. Pupils clearly enjoy the subject and behaviour in lessons is very good. All these factors have a positive effect on the progress pupils make in lessons. Teaching assistants are used effectively to support less able pupils and this ensures that all pupils have equal access to the curriculum and make similar good progress, irrespective of their prior attainment. Very good use is made of pupils' self-assessments to improve the quality of work.
65. The leadership and management of the subject are good overall. Although, on paper, provision is not as good as the time of the last inspection, there has been a complete change of staff and the new staff have different strengths in the subject from the previous staff. For example, standards in textiles are now very good, whereas previously pupils' understanding of resistant materials was stronger. The school has recognised this relative weakness in teaching how to use resistant materials and has plans to improve teachers' expertise in this area. Despite the changes, the curriculum for the subject remains broad and effectively enriched by extra-curricular activities. There is a good balance in the programme of study between making and designing, with a very good emphasis on developing pupils' collaborative designing skills.

## **Physical education**

Provision in physical education is **good**.

### **Main strengths and weaknesses**

- The subject promotes pupils' leadership skills very well.
- Lessons for older pupils are very interesting and stimulating.
- The small school hall restricts pupils' movements in dance and gymnastics lessons.

### **Commentary**

66. No lessons were seen in Years 1 and 2 due to timetable restrictions and it is not possible to come to a judgment about standards and provision in these classes. In Years 3 to 6 pupils achieve well and standards at the end of Year 6 are above average. Pupils' skills in dance are well developed and they effectively link together different movement in well-executed sequences, using different height levels. Many pupils' movements are very expressive and well controlled. In games, the school has been successful in several sports, including football and tag rugby. Pupils are given many good opportunities to develop their leadership skills, especially in the annual outdoor activities residential experience and the leading of sports teams. All pupils have the opportunity to learn to swim and the vast majority of them become very proficient swimmers by the time they leave the school. All can swim at least 25 metres.

67. Teaching and learning are good. Lessons are stimulating and challenging and pupils respond accordingly, putting their full effort into producing well-executed dance sequences. Teachers make every effort to ensure all pupils participate effectively, especially the less able physically. There is an early morning keep fit club especially for pupils who have problems with controlling their movements. Teachers make lessons interesting by using suitable music for pupils to move to and by giving detailed suggestions about how pupils can improve their performance. Pupils work very well in groups and pairs and very good use is made of self-evaluation to assess pupils' progress.
68. The leadership and management of the subject are good and there has been a good level of improvement since the last inspection. The curriculum is suitably varied and ensures that all aspects of the subject are covered in depth. The co-ordinator provides very good personal leadership by providing a good role model for other teachers. Teachers work hard and to generally good effect to overcome the limitations of the small hall. However, when large classes use the space, their movements are restricted and this has a detrimental effect on the scope of their compositions. Only a few can demonstrate their work and older pupils have difficulty in avoiding contact with each other when moving rapidly. The school is aware of the problem and has plans to enlarge the hall when funds are available.

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

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

### **Main strengths and weaknesses**

- Very good personal, social and health education has a positive effect on the behaviour and attitudes of the pupils.
- Pupils' personal development is part of all activities throughout the school.
- Pupils have caring attitudes towards each other and the community beyond the school.
- The school successfully promotes pupils' understanding of being a citizen of the world.

### **Commentary**

69. Teaching and learning are very good and pupils' achievement is very good. The personal development of pupils is very good. Standards are high and pupils' achievement is very good because of the input of *Wake Up to Learning* activities that take place at the beginning of each lesson. These include drinking water, brain gym activities and, with the older children, encouragement to visualise their successful learning. This all stimulates in pupils a desire to learn and encourages them to take responsibility for their own learning.
70. Staff know the pupils well, treat them and their opinions with respect and encourage their self-esteem. As a result pupils are very confident and articulate when sharing their thoughts with staff or with other adults. The school council makes a significant contribution to the development of pupils' social skills and their feeling for justice and fair play. This reinforces the fact that pupils' opinions are valued and respected. The older pupils develop a sense of responsibility through taking on roles such as phoning through the dinner numbers each day.

71. The pupils are also very aware of the needs of others whether in their local community or in the wider world. They have been involved in many fund raising activities both for the local and national charities and for international crises. The geography curriculum promotes the idea of being citizens of the world.
72. The leadership and management of the subject are very good. The co-ordinator is well trained and enthusiastic which gives a strong lead to other staff.



## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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