

INSPECTION REPORT

Threemilestone School

Threemilestone, Truro

LEA Area: Cornwall

Unique Reference Number:111877

Inspection Number: 187764

Head-Teacher: Mrs E Jacques

Reporting inspector: Mr D Curtis
20893

Dates of inspection: 15 November 1999 - 18 November 1999

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
Type of control:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Polstain Road Threemilestone Truro Cornwall TR3 6DH
Telephone number:	01872 263322
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr John Dyer
Date of previous inspection:	07 May 1996 - 10 May 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mr D Curtis, Rgl Mrs J Gallichan, Lay Inspector	English, Under fives, Special educational needs.	Attainment and progress; The quality of teaching. Attitudes, behaviour and personal development; Support, guidance and pupils' welfare; Partnership with parents and the community; Accommodation.
Mrs K Henry	Religious education, Art, Geography, History.	Curriculum and assessment; Staffing.
Mr D Hughes	Science, Information technology, Design and technology, Equal opportunities.	Spiritual, moral, social and cultural development.
Mr J Palethorpe	Mathematics, Music, Physical education.	Leadership and management; Staffing; Efficiency.

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MAIN FINDINGS

What the school does well

Standards in English, mathematics, science and information technology are good.
The attitudes and behaviour of pupils are good.
The quality of teaching is good and contributes well to the good progress made by pupils.
The teaching for the under fives is good.
Support staff make a significant contribution to pupils' learning.
The provision for pupils' spiritual, moral, social and cultural development is good.
The school has effectively implemented the Literacy and Numeracy Strategies.
The school's partnership with its parents and the community is good.

Where the school has weaknesses

Pupils in the mixed Year 2 and Year 3 class do not receive the same high quality of education as their peers in Year 2 and Year 3.
The quality of teachers' marking is inconsistent.
Pupils do not always present their work to a sufficiently high standard.
The under fives have insufficient opportunities to play with large wheeled toys, including tricycles and scooters.

The school's strengths outweigh its weaknesses, but the weaknesses identified will form the basis of the governing body's action plan, which will be sent to all parents, and guardians of children at the school.

How the school has improved since the last inspection

The school has made good progress since the last inspection and has been successful in implementing fully most of the key issues from the previous report. The school has maintained its strengths, particularly its positive ethos, good relationships, pupils' attitudes and behaviour and the commitment of staff. The quality of teaching has been improved, with a reduction in unsatisfactory teaching from 24 per cent to 4 per cent. The issue of lack of pace, challenge and motivation in lessons has been largely addressed, although it remains a feature of the small percentage of unsatisfactory lessons. The school development plan has been improved and now contains key priorities based on a long term view. The school is now more accurately monitoring and measuring the impact of its provision on the performance of pupils. Management and co-ordinators are monitoring pupils' work more effectively. There are now more planned opportunities for pupils' spiritual development in lessons and assemblies. There has been a significant improvement in the teaching of physical education, which has resulted in standards rising from below what is expected of pupils to above. The school is in a good position, particularly through its management and quality of teaching, to improve the quality of education for its pupils.

Standards in subjects

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

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

* Schools with more than 8% and up to 20% of pupils entitled to free school meals.

Inspection findings are that for the current group of Year 6 pupils, standards in English, mathematics and science are above average. In information technology, standards exceed national expectations. Standards in religious education meet the requirements of the locally agreed syllabus. In physical education, pupils' performance exceeds expectations for their age.

At the end of Key Stage 1, standards are well above average in reading, above average in writing and average in mathematics and science. In information technology, standards exceed national expectations. Standards in religious education meet the requirements of the locally agreed syllabus.

Children under five make good progress in the reception class and, by the age of five, meet the expectations of the Desirable Learning Outcomes.

Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Good	Good	Good
Mathematics	Good	Good	Good
Science	*	Good	Good
Information technology	*	Good	Good
Religious education	*	Good	Good
Other subjects	Good	Good	Good

* These subjects are not assessed for children under five.

The quality of teaching is good and makes a strong contribution to the standards achieved, progress made and the positive attitudes of pupils. During the inspection the quality of teaching was excellent in one per cent of lessons, very good in nine per cent and good in sixty-five per cent. Twenty-one per cent was satisfactory, with four per cent being unsatisfactory.

Excellent teaching was observed in Years 5 and 6 in a history lesson. Examples of very good teaching were observed in the under fives; and in literacy and religious education in Key Stage 1. In Key Stage 2, very good teaching was observed in mathematics, science and physical education. Examples of good teaching were observed in nearly all classes and in all subjects.

Unsatisfactory teaching was observed in the class with pupils from Year 2 and Year 3. Planning is done with Year 3, which means that pupils, particularly those in Year 2 are not receiving the same curriculum as their peers. Work is not always sufficiently matched to pupils' needs and lessons are unexciting which results in lack of attention and unsatisfactory behaviour.

The teaching of the under fives is consistently good and is a strength. It contributes to the good progress made, particularly in language and literacy, and mathematics.

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

Other aspects of the school

Aspect	Comment
Behaviour	Good; the majority of pupils behave well in lessons, in and around the school and in the playground.
Attendance	Good; little unauthorised absence; pupils are punctual and lessons begin and end on time.
Ethos*	Good; relationships in the school are good at all levels; the school and governing body are committed to high standards.
Leadership and management	The headteacher provides effective leadership for the school. She has a commitment to high achievement and provides clear educational direction. The governing body has paid good attention to issues raised in the last inspection, and has now developed a long term strategic view of the school's development.
Curriculum	The curriculum for the under fives is good. Pupils in the mixed-key stage class do not receive the same quality of curriculum as their peers.

Pupils with special educational needs	Provision is good. The special educational needs co-ordinators, teachers and support staff make an effective contribution to pupils' learning and the good progress made.
Spiritual, moral, social & cultural development	Provision is good and makes a strong contribution to good behaviour and positive attitudes.
Staffing, resources and accommodation	Accommodation and resources are good; well qualified support staff contribute well to pupils' learning.
Value for money	The school provides good value for money.

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

The parents' views of the school

What most parents like about the school

- Their children like school.
- The school encourages parents to play an active part in its day-to-day life.
- The school is easy to approach if they have questions or problems to do with their children.
- The school enables children to achieve a good standard of work.
- The school encourages children to take part in extracurricular activities.

What some parents are not happy about

- The quality of lunchtime supervision.

Seventy-seven questionnaires were returned and 24 parents attended the meeting with the registered inspector prior to the inspection. Inspection findings support the positive views of parents. They do not support the concerns of a small minority.

KEY ISSUES FOR ACTION

To improve the quality of education and standards achieved the headteacher, staff and governors should:-

- I. As a matter of urgency improve the quality of education for pupils in the mixed Year 2 and Year 3 class by:-
 - II. Improving the quality of planning to ensure that pupils, particularly those in Year 2 are receiving their full entitlement to the Key Stage 1 curriculum;
 - III. Improving the quality of teaching to ensure that the pace of lessons is challenging and motivates pupils to learn and make progress;
 - IV. Improving pupils' behaviour.
 (Paragraphs 25, 31, 33, 37, 40, 51, 79, 107, 116, 127, 129, 132, 171)
- V. Ensure rigorous application of the school's marking policy through careful and regular monitoring.
(Paragraphs 47, 56, 114, 127, 129)
- VI. Improve pupils' presentation skills through raising teachers' expectations that work should be presented to the highest standards.

(Paragraphs 43, 109, 110, 114, 129)

VII. Provide the under fives with a good range of large wheeled toys in order to provide them with their entitlement to this aspect of regular outdoor play.

(Paragraphs 90, 103)

In addition, the governing body may wish to consider the following minor weaknesses for possible inclusion in its action plan:-

VIII. In mathematics, provide more challenge for more able pupils.

(Paragraph 127)

IX. Improve the assessment of pupils' work, by developing portfolios of work to include examples, where teachers have agreed on the National Curriculum levels achieved.

(Paragraph 57)

. **INTRODUCTION**

. **Characteristics of the school**

.
1Threemilestone School is situated in the village of Threemilestone, which is three miles west of Truro in Cornwall. Children start school at the beginning of the year in which they reach the age of five. Those with birthdays from September to December start full time. Children with birthdays from January to March become full time in January and those with April to August birthdays become full time in April. When children enter school, their attainment is below average in the key skills of literacy and numeracy. The school is housed in a modern building, with spacious grounds, including a school field and wildlife area.

2There are 307 pupils on roll, with 152 boys and 155 girls. There are 12 classes, one of which includes pupils from Year 2 and Year 3 and crosses two key stages. Sixty-nine (22.3 per cent) of pupils are on the school's register of special educational needs, which is above the national average. There are 12 pupils (3.9 per cent) with statements of special educational needs, which is above the national average. Thirty-six pupils (11.7 per cent) are entitled to free school meals, which is below the national average. There are no pupils for whom English is an additional language.

3The school's aims are:

- To provide a warm, friendly, caring environment where children can develop self-confidence and increase their self-esteem.
- To help the children reach their full potential academically, physically, socially, spiritually and morally by providing a lively and enthusiastic atmosphere and a curriculum that caters for individual needs.
- To encourage good working habits so that all children achieve their best.
- To help children develop a sense of responsibility and tolerance towards others, and to respect the school environment and the local community.
- To help children widen their interests by encouraging them to participate in a variety of activities.

The school's current targets are:

- To introduce the numeracy hour in all classes to improve standards in mathematics.
- To improve standards of learning in information technology.
- To improve standards of reading in the school.
- To improve standards of writing in the school.

1This

4 **Key indicators**

Attainment at Key Stage 1¹

¹ Percentage in parentheses refer to the year before the latest reporting year

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1999	21	22	43

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	19	18	18
	Girls	21	20	21
	Total	40	39	39
Percentage at NC Level 2 or above	School	93 (80)	88 (86)	91 (87)
	National	82 (80)	83 (81)	87 (84)

Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	19	19	19
	Girls	21	21	21
	Total	40	40	40
Percentage at NC Level 2 or above	School	93 (89)	93 (86)	93 (95)
	National	82 (81)	86 (85)	87 (86)

Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2 for latest reporting year:	Year	Boys	Girls	Total
	1999	36	25	61

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	29	29	30
	Girls	17	17	20
	Total	46	46	50
Percentage at NC Level 4 or above	School	76 (73)	76 (65)	84 (84)
	National	70 (65)	69 (59)	78 (69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	25	30	30
	Girls	17	16	20
	Total	42	46	50
Percentage at NC Level 4 or above	School	69 (63)	76 (63)	84 (73)
	National	68 (65)	69 (65)	75 (65)

4 Attendance

² Percentage in parentheses refer to the year before the latest reporting year

Percentage of half days (sessions) missed through absence for the latest complete reporting year:	Authorised Absence	School National comparative data	% 6.0 5.7
	Unauthorised Absence	School National comparative data	0 0.5

4

4 Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	0
	Permanent	0

4 Quality of teaching

Percentage of teaching observed which is:		%
	Very good or better	10
	Satisfactory or better	96
	Less than satisfactory	4

4

4 PART A: ASPECTS OF THE SCHOOL

4

4 EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

4 Attainment and progress

Under fives

2Children are assessed on entry to school using the local education authority's assessment tests. Results show that in key skills of language and literacy, and mathematics, attainment is below average. Children make good progress in reception and, by the age of five, meet the expectations of the Desirable Learning Outcomes. In language and literacy, children listen attentively to their teacher and to each other. They speak confidently and are enthusiastic in answering questions. Most write their names unaided and copy accurately sentences written for them. Children use their knowledge of letter sounds well to read new words. In mathematics, children read, write and order numbers to 10 and they know the differences between cubes, cones and spheres.

Key Stage1

3Results of 1999 National Curriculum assessments for pupils in Year 2 were well above the national average in reading for the proportion achieving the expected Level 2. In writing, results were above average and in mathematics, average. The proportion achieving the higher Level 3 was well above average in reading, above average in mathematics, but below average in writing. In 1999 teacher assessments in science, the proportion achieving Level 2 and above was above average, but average for those achieving Level 3. In comparison with similar schools nationally, results for the proportion achieving Level 2 and above were well above average in reading, above average in writing and average in mathematics and science. For those achieving Level 3, results were well above average in reading, above average in mathematics, average in science, but below average in writing. Taking the three years 1996 to 1998 together, the school's results were well above average in reading, above average in writing and average in mathematics.

4Inspection findings are that by the end of Key Stage 1, standards in reading are well above average and above average in writing. In mathematics and science, standards are average. The school is sustaining its levels of achievement. In literacy, pupils use their knowledge of letter sounds and picture clues well to work out how to read new words. They read confidently and with good expression. In writing, pupils use capital letters and full stops correctly. They write interesting stories with a clear beginning, middle and end. Pupils speak with confidence: for example in class assemblies, or when reading their poems to the rest of the class. Listening skills are good.

5Number work is a strength in the school by the end of Key Stage 1. Most pupils count on and back to 20 and find the difference between two 2-digit numbers by counting on in tens and ones. Many are confident with addition and subtraction to 10. They order numbers to 100 with some able to go to 500 and higher.

6In science, pupils construct simple circuits and understand how simple forces can act on objects. They understand differences between light and shade.

7Standards in information technology exceed national expectations. Pupils are confident in the key skills of using the mouse and keyboard and in loading, saving and printing their work. They use a graphics program well to produce imaginative and colourful pictures. Word processing skills are used successfully in story writing.

8Standards in religious education meet the expectations of the locally agreed syllabus. Pupils, through the study of 'Special Festivals' and 'Special Times', show a good understanding the significance of Diwali in the Hindu calendar.

9In art, design and technology, geography, history, music and physical education, pupils perform at levels expected for their age.

10Progress in reading is very good. In mathematics and science, progress is good. In the remaining subjects, progress is satisfactory. In literacy and numeracy, progress is good and pupils successfully apply their skills across the curriculum.

11Taking the three years 1996 to 1998 together, there was no significant variation in the attainment of boys and girls. Inspection findings confirm this. In lessons, teachers ensure that boys and girls play a full part, particularly in question and answer sessions.

Key Stage 2

12 Results of 1999 National Curriculum assessments for pupils in Year 6 were above average in mathematics for the proportion achieving the expected Level 4 or above. In English and science, results were average. The proportion achieving the higher Level 5 was well above average in English and above average in mathematics and science. In comparison with similar schools nationally, the results for the proportion achieving Level 4 and above, were average in all three subjects. For those achieving the higher Level 5, results were well above average in English, above average in mathematics and average in science. Taking the three years 1996 to 1998 together the school's results were average in English and mathematics and above average in science. The school has in 1999 increased the number of pupils achieving the higher Level 5, as the result of good and challenging teaching for more able pupils.

13 Inspection findings are that by the end of Key Stage 2, standards in English, mathematics and science are above average. The improvement in English and science is the result of good teaching, particularly through effective planning which ensures that pupils in both Year 6 classes receive the same high quality curriculum. In English, pupils listen attentively, particularly to each other: for example in discussions and play readings. They are confident speakers, especially to an audience. In literacy, reading skills are very good. Pupils recall the plot and discuss characters with enthusiasm and great detail. They read fluently and with very good expression, often taking on the character of people in stories. Writing skills are good, with pupils writing imaginative stories, poetry, letters and factual accounts of, for example school visits. However, pupils are not consistent with their presentation skills and do not always apply their knowledge of punctuation when writing in other curriculum areas: for example geography.

14 In numeracy, pupils add and subtract up to three-digit numbers, and multiply three-digit numbers by two digit numbers. They use 'less than' and 'greater than' correctly and many understand square numbers and square roots. In shape, space and measures, pupils have a good understanding of two-dimensional shapes and their properties. When describing shapes, they use the correct mathematical vocabulary, such as 'side', 'vertex', 'right angle', 'symmetrical', 'diagonal' and 'parallel'.

15 In science, pupils understand the properties of differing materials: for example the differences between liquids and gases, and the varying properties of different liquids. They construct simple circuits, understand 'magnetism', 'light and dark', and 'sound'. They understand some human and animal physiology: for example the function of the skeleton and joints in humans.

16 Standards in information technology exceed national expectations. Pupils use word-processing skills creatively in writing poetry and speeches: for example in the style of Martin Luther King's, "I have a dream". They use spreadsheets well to investigate areas and perimeters of shapes. Skills in using information technology for research are good, particularly through the use of the Internet and CD rom encyclopaedia programs.

17 In religious education, standards meet the expectations of the locally agreed syllabus. Pupils discuss different types of discrimination and examine the life and ideals of Martin Luther King. They confidently discuss examples of inequality and record their ideas for improving the world under the title, 'I have a dream'.

18 In physical education, pupils perform at levels, which exceed expectations for their age. In the remaining subjects, pupils perform at levels, which are expected for their age.

19 Progress in English, mathematics, science, information technology and physical education is good. In the remaining subjects, progress is satisfactory. Progress in literacy and numeracy is good, with pupils making clear gains in knowledge, skills and understanding which they apply successfully across the full curriculum.

20 Taking the three years 1996 to 1998 together, boys have slightly outperformed girls in English, mathematics and science, which is against the national trend. Inspection evidence shows that there is no significant variation in the attainment of boys and girls. Teachers ensure boys and girls take an equal part in lessons, particularly in discussions.

Across the school

21 Pupils with special educational needs, including those with statements, make good progress as measured against the targets within their individual education plans. They receive very good guidance and help from teachers and support assistants.

22 There are weaknesses in the class with pupils from Year 2 and Year 3. These pupils are not making the same progress as their peers, particularly as the planned curriculum is not meeting their specific needs.

23 The previous inspection report judged standards to be 'average' in all subjects, with the exception of art and information technology, where standards were 'good'. In addition, standards in physical education were judged to be 'below average'. Current inspection findings confirm the school has raised standards in English, mathematics, science and physical education. In other subjects, standards have been maintained.

24 The school has set clear and achievable targets for pupils' future performance in National Curriculum assessments. Inspection evidence is consistent, with the school having the quality of teaching and management systems in place, which will enable it to meet those targets.

27 Attitudes, behaviour and personal development

25 At the time of the last inspection, pupils' attitudes and behaviour were judged to be good; this standard has been maintained.

26 The under fives settle quickly and confidently into school routines. Their personal and social development is good as they quickly learn to take turns, follow instructions and listen to others. They are enthusiastic about their work and are keen to answer teachers' questions. They work well in groups and persevere with tasks set. Their behaviour is good. Much of this positive response is due to teachers' careful planning of a wide variety of activities which interests and motivates them and the caring, supportive environment in which they are taught.

27Almost all pupils in Key Stages 1 and 2 have good attitudes to learning and this contributes to their attainment and progress. Pupils are enthusiastic and interested in their work. The good pace of teaching in many classes keeps them well motivated and on task throughout lessons. They are keen to answer questions and offer suggestions. Pupils listen attentively to teachers and to each other and concentrate well during teachers' introductions, especially during the literacy hour. Pupils' enthusiasm can lead to too much noise and shouting out. However, this is usually managed well by teachers. In one literacy lesson for Years 1 and 2, pupils were very enthusiastic about the poetry they were studying, appreciated the humour used and supported each other well during group work. Pupils responded very well because the lesson had been carefully planned, the teacher had very good relationships with pupils and high expectations. The pace of learning was brisk. In a science lesson for the oldest pupils, they were enthused and captivated by the activities; again in direct response the high quality of teaching.

28In contrast, the attitudes of many pupils in the mixed key stage class are less positive. Some pupils are unco-operative and do not respond well to the teachers' instructions. Too much time is spent trying to keep the attention of everyone and pupils lose interest. In a science lesson, pupils were restless and talked amongst themselves at inappropriate times. In a physical education lesson, they took too long to change and once in the hall, at times, did not listen to their teacher.

29Overall behaviour is good throughout the school. Pupils know how they should behave and respond positively to the school's reward systems. Pupils treat equipment, books and musical instruments with care. Behaviour in the whole school assembly was exemplary. When the Year 1 and 2 class presented their work on toys to the rest of the school, all pupils listened attentively and participated fully in the singing. Behaviour observed at lunchtimes was good and pupils are responding well to the organised games and play equipment recently introduced. There had been no exclusions over the last year. However, during the week of the inspection a fixed term exclusion was made.

30Relationships are good. Pupils relate well to their teachers, as well as to one another, the exception to this is in the mixed key stage class where pupils are not so happy about co-operating with their teacher or each other. In class discussions, older pupils appreciate that others might have a different viewpoint from their own.

31Personal development is satisfactory. Pupils take responsibilities for a number of tasks around the school. For example, they organise the hall for assemblies, carry out litter picking duties and the oldest pupils are active in organising their own charity events. Within their own classrooms, pupils tidy away books and resources sensibly. The establishment of the school council has provided the opportunity for pupils to be involved in decision making and council representatives have already made a number of suggestions on behalf of their class friends for improvements in queuing for tuck and the organisation of playtime activities.

34 **Attendance**

32At the time of the last inspection attendance was judged to be good. Although the percentage of attendance has dropped since that time last year's figures were just above the national average and there were no unauthorised absences recorded. This is a good record. Pupils are allowed into school well before the start of the school day. They are therefore settled and ready to start registration promptly at 9am. Registration takes place quickly and efficiently.

33Pupils' good attendance and punctuality contribute positively to their attainment and progress.

36 **QUALITY OF EDUCATION PROVIDED**

36

36 **Teaching**

34The previous inspection report judged that 76 per cent of teaching was 'sound or better', with 54 per cent being 'good or very good'. However, the quality of teaching ranged from 'excellent to poor'. Twenty-six per cent of teaching was unsatisfactory or poor. Strengths were identified in 'pace', 'expectations', 'subject knowledge', 'classroom management skills' and 'new knowledge being taught to pupils'. Weaknesses were identified in 'insecure knowledge', 'teaching which was 'muddled' and not matched to pupils' needs', 'poor control' and in 'dull, non-motivating lessons, which results in inattention and bad behaviour'. Inspection evidence shows that there has been a significant drop in the amount of unsatisfactory teaching, although some of the weaknesses identified remain as a feature of the four per cent of unsatisfactory teaching observed during this inspection.

35The quality of teaching is good and makes a strong contribution to the standards achieved, progress made and the positive attitudes of pupils. During the inspection, the quality of teaching was excellent in one per cent of lessons, very good in nine per cent and good in 65 per cent. Twenty-one per cent was satisfactory, with four per cent being unsatisfactory.

36Excellent teaching was observed in Years 5 and 6 in a history lesson. Examples of very good teaching were observed in the under fives and in literacy and religious education in Key Stage 1. In Key Stage 2, very good teaching was observed in mathematics, science and physical education. Examples of good teaching were observed in nearly all classes and in all subjects.

37Unsatisfactory teaching was observed in the class with pupils from Year 2 and Year 3. Planning is done with Year 3, which means that pupils, particularly those in Year 2 are not receiving the same curriculum as their peers. Work is not always sufficiently matched to pupils' needs and lessons are unexciting which results in lack of attention and unsatisfactory behaviour.

38The teaching of the under fives is consistently good and is a strength. It contributes to the good progress made, particularly in language and literacy, and mathematics. The quality of planning is impressive and ensures that children in both classes receive the same good-quality teaching. Teachers have a very secure knowledge of the Desirable Learning Outcomes. In language and literacy, phonics are taught well which enables pupils to make good progress in reading. Pupils are taught to use letter sounds to build words and to put, for example 's' and 'h' together to make 'sh'. Very good use is made of support staff, trainee nursery nurses and parents to support children's learning.

39The teaching of pupils with special educational needs is good. Teachers work very effectively with support staff to ensure that pupils' learning matches targets set within their individual education plans. Pupils receive particularly good support in lessons, which enables them to play a full part: for example in the use of encouragement and praise to ask and answer questions.

40The teaching of literacy and numeracy is good overall. Teachers have a good understanding and knowledge of the literacy and numeracy strategies. However, in literacy, teachers are not always sufficiently rigorous in reinforcing expectations that pupils should use and apply their skills consistently: for example by not reminding them about using punctuation correctly when writing in other subjects.

41In the best lessons, teachers show very good subject knowledge, which they pass on to pupils with enthusiasm. In a Year 1 and 2 literacy hour, the teacher's own love of poetry was infectious, with the result that pupils were writing and reading poetry with sheer enjoyment. Lessons begin with a challenging question and answer session in which previous work is recalled or new challenges are set. For example, in reception, the teacher said, "I've completely forgotten the names of the shapes we looked at last week", which resulted in a resounding chorus from the class of, "They are cones, cubes and spheres!". Teachers set clear expectations for the lesson: for example "Let me see all your skills...listening and concentration". In many lessons, the target for the lesson is written on the blackboard.

42Lessons are planned effectively, which take into account the differing learning needs of pupils. There is effective and well-planned use of support staff who make a significant contribution to pupils' learning. Support staff are used well to work with groups: for example in Year 4 where the assistant worked effectively with a group who were matching photographs of features of the locality to their location on a map. Group work is managed effectively and teachers make good use of praise and encouragement. Humour is used well to make learning fun: for example in Years 1 and 2, when talking about ducks, the teacher told the class, "You are all quackers!".

43Relationships are good and pupils are managed effectively. Lessons proceed at a brisk pace, with a variety of challenging activities, which hold pupils' concentration, and keeps them on task: for example in mathematics in Years 5 and 6. Pupils have no opportunity to become bored or restless. The final or plenary session is used effectively to develop skills, for example in speaking and listening. In Years 1 and 2, pupils read their poems to the class with good expression and enjoyment and in Years 5 and 6, pupils read extracts from Shakespeare's 'A Midsummer's Night's Dream', with clarity and confidence.

44The quality of teachers' marking is inconsistent; the school's marking policy is not being applied sufficiently well. Whilst there are good examples of well-marked work, including written comments to guide pupils' learning, there are examples of work being marked with a tick and errors going unchecked. In addition, teachers are not always rigorous in reinforcing their expectations of how pupils should present their work, particularly with handwriting which, for the same pupil, is sometimes joined and at other times reverts to print. There is a significant variation in the quality of covers of pupils' exercise books; some of high quality are produced using teachers' information technology skills, whilst others show evidence of pupils' doodling.

45Teachers use homework well to support pupils' learning. The use of day-to-day assessment is variable and is linked to inconsistencies in teachers' marking.

48 The curriculum and assessment

46The curricular provision for children under five is good. It is soundly based on the Desirable Learning Outcomes for children's learning. Children have a wide range of stimulating experiences to prepare them for the National Curriculum programmes of study at Key Stage 1.

47The curriculum in both key stages is suitably broad and balanced and meets the requirements of the National Curriculum in all subjects. Sex education is included in the health education programme and there is suitable provision to promote drugs awareness. There is an appropriate focus on the teaching of religious education based on the Cornwall agreed syllabus. This makes a significant contribution to the spiritual, moral, social and cultural development of pupils. Policies and schemes of work are in place for all areas of the curriculum. They provide appropriate guidance for teachers and support the development of each subject. The National Literacy and Numeracy Strategies have been effectively implemented. This, together with the 'booster classes' for these subjects, has made a significant contribution to the good progress made in the core subjects of the curriculum. Since the last inspection, there has been a marked improvement in the delivery of physical education.

48Difficulties associated with the mixed key stage class means that not all pupils get equal access to the curriculum. The organisation and management of these pupils does not always ensure that they are given full access to the programmes of study appropriate for their ages. This is a weakness. The provision for pupils with special educational needs is good throughout the school. Individual education plans provide appropriate targets for pupils' learning. A number of pupils follow an additional literacy programme which is delivered by well trained support staff. The good liaison between class teachers, special educational needs co-ordinators and support staff contributes to the good progress made by pupils with special educational needs.

49 Long term planning takes account of the need to review regularly class organisation. There is considerable variation in the number of pupils in each year group from year to year. A rolling programme covering four years has been devised to ensure that all relevant areas of the curriculum are covered as pupils progress through the school. Medium term planning identifies the key areas of learning and is monitored by subject co-ordinators. In the mixed key stage class, this is not as effective as the class teacher is not able to attend the planning meetings for both Year 2 and Year 3 teachers. Daily planning clearly identifies the learning objectives for each lesson and work is planned to meet the needs of pupils of different abilities within the class.

50 There is a positive cross curricular approach throughout the school. This is valuable in linking areas of learning and aiding pupils' understanding of the relevance of what they are doing. For example, at the end of Key Stage 2 art is linked to history through researching and designing Viking clothing. A topic on toys in Key Stage 1 successfully links English, art, history and geography.

51 The school offers a good range of extracurricular activities. They include German, music, football, drama, cookery, gymnastics, table tennis and art. These experiences extend pupils' learning and make positive contributions to social and personal development.

52 The school undertakes a good range of assessment procedures to monitor pupils' progress. These are clearly identified in the recently reviewed policy, which sets out the aims and principles of assessment. The local education authority's baseline assessment procedures, which are administered when pupils enter school, are used well to monitor pupils' progress in the reception class. As well as the statutory assessments carried out at the end of Key Stage 1 and 2, other standardised tests are administered in reading and non-verbal reasoning. Additional information is collected through the use of the optional Year 3, 4 and 5 National Curriculum tests. The data collected from these assessments is analysed by the relevant curriculum co-ordinator to identify any trends or recurring weaknesses. Through assessment, writing has been identified as a weak area and provision has been made for Year 6 pupils to have more opportunities to develop their creative writing skills.

53 The marking policy is currently under review. At present, there is a lack of consistency in the use of marking to set targets for improvement. Whilst a number of teachers regularly mark and annotate work, the inspection found that the frequency and quality of marking was unsatisfactory in a significant number of cases.

54 Teachers keep good detailed records and assessments of pupils' progress in reading. However, day-to-day assessment procedures lack coherence and they are not used in a rigorous way to assist teaching and learning. This has been identified as a necessary focus for the school and time is set aside each week for teachers to evaluate their planning from the previous week so that they can modify future plans. The assessment co-ordinator acknowledges that assessment of work against National Curriculum levels needs developing.

57

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

55 The provision for the spiritual, moral, social and cultural development of pupils, including the under fives, is good.

56The school has implemented the key issue from the previous inspection and now provides good opportunities for reflection both in lessons and in assemblies. Spiritual development is further enhanced by the daily collective acts of worship and through links and visits to and from the local community. The school contributes to local community life: for example at Harvest Festival and with the Christmas Concert. Pupils are encouraged to become aware of the values and beliefs of others: for example the sacredness of the Torah to Jews. Assemblies are of good quality and further enhance spirituality by giving pupils the opportunity to reflect. Music is used well in assemblies for promoting spirituality, and pupils participate in assemblies in a variety of ways including taking part in playlets and dances and in the presentation of hymns. Pupils' awareness of moral obligations to society are promoted by both participation in charitable activities such, as the distribution of gifts after Harvest Festival and visits by outside agencies such as from Dr. Barnardo's.

57The moral values that the school promotes are good. The staff set a good example by valuing pupils' ideas and by celebrating their achievements in class and in assemblies. The school makes positive efforts to encourage all pupils to maintain a respect for others and for their work. Pupils are expected to have a clear sense of right and wrong and respect the sanctity of others: for example no instances of vandalism or the defacing of work on display was seen during the course of the inspection. The promotion of respect and a high moral code is encouraged by the study of people with high principles, for instance Martin Luther King in Years 5 and 6.

58The provision for the social development of pupils is good. Pupils are expected to play well together and opportunities are made for pupils to both play and react socially at break and dinner times. Pupils are encouraged to relate well to adults. They are given a range of responsibilities, in classrooms and in other aspects of school routines. Pupils are expected to take responsibility for their learning and older pupils are given the opportunity to develop individual research skills. The social development of pupils is further greatly enhanced by the wide variety of activities available to them in clubs both during the day and before and after school. Through the 'house' system, pupils are given responsibilities as house captains and through the School Council, where pupils have some input into corporate school life.

59The school makes good provision for promoting pupils' cultural development and awareness. Displays of work around the school and work in art and English allow pupils to become aware of cultural diversity. As well as the clubs, the school promotes cultural awareness through visits to and from the school: for example, drama and dance workshops and performances, and visits to concerts, the cathedral, libraries and museums. Pupils are exposed to works of cultural significance from within the curriculum in music, art and English, but there is a lack of display of cultural artefacts.

62 Support, guidance and pupils welfare

60Staff know pupils well and provide good support, advice and guidance. This positive picture has been maintained since the last inspection. Thorough induction procedures enable pupils make a confident start at school. Year 6 pupils are supported well as they prepare to transfer to their secondary schools. Good liaison arrangements and the opportunity to make a number of visits to the main receiving school ensure a smooth transition to their next stage of education.

61 Procedures to monitor pupils' academic and personal development are satisfactory. Good records are maintained of pupils' progress in the core subjects of English, mathematics and science. Revised records for information and communication technology have only recently been introduced. The tracking of pupils' progress in reading is very good. Targets are beginning to be set for individual pupils in English and mathematics. There are no formal records of pupils' personal development. However, teachers know their pupils well and provide parents with a suitable summary of pupils' social and personal development on annual reports. Pupils with special educational needs receive effective support from teachers, the special educational needs co-ordinators, support assistants and outside agencies.

62 A good discipline policy consistently implemented by staff and close attention to developing pupils' self discipline and respect for others, creates a climate for good behaviour. Reward systems are used throughout the school and are valued by pupils of all ages. Classroom and playtime rules are displayed, and referred to when necessary if pupils need to be reminded of their responsibilities. Bullying and inappropriate behaviour are dealt with promptly. Good procedures are in place to monitor and promote good attendance. The computerised system is used well to manage attendance information and absences are carefully followed up with the involvement of the educational welfare officer when necessary. All statutory requirements are met.

63 Involvement in the healthy school's initiative has resulted in a more cohesive approach to personal, social and health education. A recent focus has been to improve the quality of playtimes. Pupils are taught a wide range of playground games and small play equipment has been provided for pupils, with the aim of enhancing pupils' relationships and playtime behaviour. Pupils are encouraged to keep themselves safe and a number of visitors to the school, such as the police youth affairs officer and school nurse, support the programme well. Sex and drug awareness education are covered appropriately.

64 Child protection procedures are in place and meet requirements. The school has reviewed and revised first-aid procedures since the time of the last inspection. All staff receive basic first-aid training and one member of staff has undertaken a more intensive course to support her role as first aider. Procedures are good and pupils who are unwell in school are well cared for. Satisfactory attention is paid to matters of health and safety and checks are made of the premises by the headteacher, a governor and the caretaker. However, a number of specific concerns have been brought to the attention of the school by the inspection team:

- Piano unstable,
- Storage in the hall,
- Worn flooring in the corridor leading to Year 5 and 6 classes,
- Coats on the floor in thoroughfare areas,
- Dangerous paving slab.

1 Parents expressed concern about the quality of lunchtime supervision. The number of supervisors is appropriate and some have other roles in school which means they know the children well. They have not received any specific training on playtime management, although they are aware of the school's behaviour policy.

68 **Partnership with parents and the community**

2Parents are very supportive of the school and the vast majority responding to the parents' questionnaire find it easy to approach the school with any concerns. The school regularly seeks the views of parents, by way of questionnaires, to ensure good relationships are maintained and parents do receive the information they require.

3Information to parents is good. Regular newsletters inform parents of events and activities and are used to remind them of school procedures and policies. Newsletters have recently been made available to parents via e-mail. Class teachers provide information about the curriculum to be taught for the year. There is no set format for this information. However, parents are happy with this arrangement and the information they receive. Curriculum evenings are organised; most recently to inform parents about the teaching of literacy and numeracy. The prospectus is satisfactory and gives prospective parents and new parents a good overview of life at Threemilestone School.

4Parents have the opportunity to meet formally with teachers every term to discuss their child's progress. They receive a written report at the end of the school year. Reports are good and meet statutory requirements. Parents feel well informed of their child's attainment and progress and they appreciate the availability of teachers and the headteacher if they need to discuss their child at other times. Parents of pupils with special educational needs are invited to reviews of their child's progress as required.

5Parents' involvement in their child's learning is good. They receive advice from the school on how best to support their child with reading. Their support, particularly at the early stages of reading, makes a positive contribution to pupils' progress. As pupils get older, parents help with spellings and topic work. The home/school agreement clearly sets out expectations of parental support. A number of parents help in school regularly and others volunteer to help on out-of-school visits and with swimming. The parent-teacher association is very strong and enthusiastically organises a wide range of events to raise money for the school, which enhances facilities and resources to support pupils' learning.

6Links with the community are very good. Senior citizens are invited to the Christmas concert and harvest gifts are distributed to them by staff and pupils. Regular articles about the school appear in the local newspaper and the school continues to work with the village playing field committee to further improve the adventure playground. The 'Storysacks Project' is supported by village organisations such as the Women's Institute. Parent-teacher association events, especially the summer fair, are supported well by the local community. There is good support from a number of local businesses: for example the local shop sponsors the publication of the school prospectus. Pupils' art work is displayed at a local superstore.

7There are good links with the main receiving secondary school. Pupils are invited to the school for a number of activities which enhance learning opportunities: for example to use the school's information and communication technology suite and for sports tournaments. There are equally good links with the pre-school group. The school welcomes students from both the secondary school and sixth form college for work experience. An attractive mural in the school was painted by students from the sixth-form college.

74 THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

74 Leadership and management

8The headteacher has sound leadership qualities and a strong sense of purpose. She has a commitment to high achievement and provides clear educational direction for the school. Her monitoring through looking at plans, visiting lessons, work sampling and discussion with teachers is having a positive impact on the quality of provision. She is supported by a senior management team who are all involved in decision making. The co-ordinators' role has been clarified since the last inspection, and co-ordinators are making a positive impact on learning. They monitor plans and some are able to observe lessons. Where observations take place, for instance in English, mathematics and physical education, teaching has benefited, but not all co-ordinators have time allowed for this to happen.

9The governing body has paid good attention to issues raised in the last inspection, and has now developed a long term strategic view of the school's development. The headteacher provides much useful information for governors, and minutes of their meetings show good levels of discussion and involvement. However, their contribution is sometimes reactive rather than proactive. For example, the school improvement plan is presented to them for discussion; they are not involved in its formulation. The level of individual governor involvement varies a good deal. Some are well informed, understand their roles and make considerable contributions in support of the school. Others have little time to get to know the school well, and over a third are new governors this year. The new governors have received induction from the headteacher. Governors are encouraged to visit the school and observe lessons, but this aspect of their monitoring role is still underdeveloped.

10The management of the school has clear aims for high academic achievement, as well as aims for pupils' physical, social, spiritual and moral development. These aims permeate the work of the school, and are kept under review. They are supported well by teachers, classroom assistants and governors, and there is positive support from parents for the aims and values of the school. Overall, the school is successful in meeting its aims.

11The school improvement plan is a well-constructed document indicating how it is proposed to move the school forward. It includes a five year strategic outline as well as detailed plans for the current year, and has targets, responsibilities, timescales, success criteria and costs. Clear programmes of action have been formulated to enable the strategies to be implemented. There are sound procedures for monitoring the success of outcomes, including the analysis of test results.

12The school has a good ethos. There is a commitment to high achievement, an effective learning environment, good relationships, good attitudes and good provision for pupils with special educational needs. The provision of equal opportunities is compromised somewhat in the mixed key stage class where there is some inequality of provision for pupils in Year 2.

13There are sound strategies in place to secure improvement to high standards, with effective contributions from the headteacher and curriculum co-ordinators. They include:

- In-service training,
- Monitoring of teaching by the headteacher and co-ordinators,
- Scrutiny of test results including National Curriculum tests,
- Work sampling,
- Booster classes,
- Maths club,
- Target setting,

- Good and efficient use of special educational provision to support pupils' attainment and progress.

1The governing body fulfils all its statutory obligations. The school meets all statutory requirements, including the act of collective worship and the Code of Practice for pupils with special educational needs.

81

81 Staffing, accommodation and learning resources

2The established staff are suitably qualified to deliver the curriculum. They show a high level of commitment and work hard to provide a positive and stimulating environment for pupils. Teachers of children under five are well qualified and experienced. They work closely as a team sharing their expertise to plan the early years curriculum. A number of appropriately trained support staff work closely with teachers in classrooms. Their contribution has a positive impact on the overall quality of teaching and learning.

3All staff hold positions of responsibility, although the post holder for geography is there in a temporary capacity. The appointment of a member of staff responsible for physical education has had a good impact on the delivery of the subject. This is an improvement since the last inspection. Whilst the role of subject co-ordinator is clearly defined, there is little or no time available for teachers to monitor their subject within the school day. Advising and supporting colleagues takes place through informal discussions and feedback at staff meetings following any in-service training. The provision of more regular non-contact time for the deputy headteacher has been identified as a priority. This is to enable her to develop her role more fully.

4Arrangements for staff development are satisfactory and there are appropriate procedures for the appraisal and induction of staff. In-service training needs are closely linked to the school improvement plan and the main focus has been on literacy, numeracy, science and assessment. A very comprehensive staff handbook gives clear guidance on the organisation and routines of the school.

5The accommodation is good and allows all aspects of the National Curriculum to be taught effectively. Classrooms are spacious and work bays adjacent to many classes provide facilities for practical activities, group work or a quiet reading area. A suitable room is available for special educational needs withdrawal sessions allowing pupils to work without distractions. The library is spacious and a good-sized information technology suite has been created very recently. The hall is adequate and can accommodate the whole school for assemblies and is used for lunches and physical education activities. There is one classroom housed in a temporary building; facilities are adequate. Use is made by the Year 5 and 6 class of the available space in the adjoining room, which is not required at the present time for use as a classroom. There are good toilet and cloakroom facilities for pupils and a room is available for first-aid and care of pupils who are unwell. Staff and office accommodation are good.

6 Outside facilities are very good, although there is no separate secure area for the under fives. Large level playgrounds and extensive playing fields provide plenty of space for physical education and play activities. The environmental area enhances learning opportunities. The use of an adjoining adventure playground, jointly maintained by the village playing field committee, gives further outside play facilities.

7 Maintenance and standard of decoration is satisfactory. Classrooms and corridors are enhanced by good quality displays. In classes, there is often a good balance of pupils' work and displays, which provide information or support further learning. Most classes provide an interesting and stimulating learning environment.

8 Overall, the provision and deployment of books, materials and equipment in the school is good. They are well stored and labelled, and easily accessible to teachers and pupils.

9 Resources for information technology are excellent. There is a new, well resourced computer suite, but there is still a good number of computers around the school, accessible to pupils from classrooms. The suite enables information technology skills to be taught, whilst the computers around the school enable pupils to practise these skills and support other areas of the curriculum.

10 Resources in the core subjects of English, mathematics and science are good, although there is limited three-dimensional apparatus in mathematics. Physical education has been a focus for development, and resources are very good in quantity and quality. Resources for special educational needs and the under fives are good, with the exception of outdoor play equipment for the under fives, which is inadequate. There are satisfactory resources for religious education, art, design and technology, geography, history, and music. However, there is a limited number and range of percussion instruments for music, and few artefacts for religious education. The library is well stocked and well used, an improvement since the last inspection.

11 Good use is made of outdoor resources such as the playground, field, wild area and pond. External resources such as visits, visitors and the loan service are well used to enhance those already in school. Some of these, such as an African drummer and a Maori visitor add to cultural diversity and pupils' appreciation of other cultures.

91 The efficiency of the school

12 The school benefits from careful financial planning which is linked to the school improvement plan and clearly identifies priorities. The governors play a significant role in financial planning, and their judgements are based on accurate up-to-date information and sound projections. Alternative strategies are always considered when making major spending decisions, which are then carefully monitored and evaluated through outcomes. The finance committee is involved with the headteacher in setting the budget, and recommendations are put before the full governing body. The finance committee meets regularly to monitor spending. Funding for different purposes, such as that for special educational needs, is used appropriately. There is good quality financial control through the governors, headteacher, bursar and administration officer. The cost per pupil is just below the national average. The budget carry forward is high, but is being used now to maintain staffing levels with a standstill budget. Co-ordinators each have a budget for their subject, which is managed efficiently. Day-to-day administration is efficient, with effective office procedures followed well. All documentation is kept up to date.

13 Teaching staff are used well, with some specialist teaching: for example in music and physical education. Classroom assistants are used very well to support learning, particularly for pupils with special educational needs. Resources are well used, including the school grounds. Particularly good use is made of computers throughout the curriculum. Satisfactory use is made of resources outside school, such as the loan service, visits and visitors. Time is used well in lessons. Sessions start promptly and there is often a brisk pace. Accommodation is used efficiently.

14 There is good financial control, with all the recommendations of the latest audit acted upon. Financial administration is very good. Information is readily available for the headteacher, co-ordinators and governors to enable them to manage their budgets effectively.

15 When taking into account that:-

- attainment on entry is below average,
- attainment when pupils leave the school is good,
- progress throughout the school is good,
- attitudes and behaviour are good,
- teaching is good,
- support, guidance and welfare are good,
- partnership with parents is good,
- staffing, accommodation and resources are used well,
- major spending decisions are carefully considered,
- the unit cost is below average,

the school gives good value for money.

1 Many good features identified in the last report have been maintained, such as sound financial planning, well used staff, resources and accommodation and effective daily routines. There have been improvements since the last inspection in several areas:

- governors are now involved in strategic planning,
- deployment of classroom assistants is now good,
- there is very good provision and use of computers.

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

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

1 Children are assessed on entry to the school using the local education authority's procedures and the results show attainment in language and literacy, and mathematics to be below average. Children make good progress in the reception class and, by the age of five, meet the expectations of the Desirable Learning Outcomes.

2Progress in personal and social development is good. Children settle into school well and adapt quickly to day-to-day routines, including registration, going to assembly, playtimes and lunchtimes. In lessons, they listen attentively to their teacher and support assistants. They are keen to ask and answer questions. Children relate well to each other and to the many adults with whom they come into contact. Children are taught to listen to, and value the opinion of, others. They enjoy taking responsibility for tidying up the classroom and taking equipment into the playground for games lessons.

3In language and literacy, children make good progress. By the age of five, they know their letter sounds and put together, for example 'c', 'a' and 'r' to make the word 'car'. Many know initial blends: for example the sound 'sh'. Children show an interest in books, particularly in talking about pictures to understand the plot. Many are well established on the school's reading scheme and new words learnt in lessons are reinforced in homework. Most children write their names unaided and begin to write simple sentences unaided. They work hard at handwriting and form most letters correctly in their writing. Speaking and listening skills are good.

4In mathematics, progress is good. By age five, children read, write and order numbers to 10 by counting accurately to and back from 10. Many work out 'in their heads' that if 22 children are present and four are away, then 18 are present. Children are confident in adding and subtracting single digit numbers. They show a good knowledge of two-dimensional and three-dimensional shapes. Children recognise and name accurately squares, circles and rectangles. They know the difference between cubes, spheres and cones and recognise that a cube has a square face whilst a cone has a circular face.

5Progress in knowledge and understanding of the world is good. Children know that objects float and sink and that if you pour water into an empty boat it will sink. They know that some objects will roll down a slope, whilst others will slide. Skills in information technology are good. In the computer suite, children know how to 'log on and off' and many are confident in loading the graphics program they use. Children are secure in the use of the mouse and know how to use 'brushes' and 'fill' colours when 'painting'. Through the study of toys, children develop a good understanding of the past and how toys have changed from the time of their parents and grandparents. Children are successful in making soup and biscuits in food technology, and they use construction kits successfully to make models of vehicles.

6Creative development is good. Children paint enthusiastically using a range of brushes and colours to create bright colours and dull colours. They mix paints well to produce colour-charts showing shades of pink. They draw portraits in pencil and develop printing skills well in using contrasting colours of black and white. Children enjoy singing familiar rhymes and play musical instruments well. They take part in role play, which develops good opportunities for speaking, and listening. In the 'shop', they play the parts of 'customer' and 'shopkeeper' with a good deal of realism.

7Progress in physical development is good overall, although children have no opportunities to play outdoors on tricycles, scooters or other large toys. However, in drama, physical education and games lessons, they develop good skills. Children show a good awareness of space and change direction well when warming up in lessons. In dance, they interpret music well to create sequences in which they are a 'balloon' floating through the sky. In games, they show good skills in throwing and catching. Skills in the use of scissors for cutting are good.

8The teaching of the under fives is consistently good in all areas of learning and makes a

positive contribution to the good progress made. Teachers plan very effectively together, which contributes to children in both classes receiving the same high quality teaching. Teachers have a strong knowledge of the under fives curriculum and provide a good balance of teacher led activities and those which children chose for themselves. The teaching of reading is good, with teachers showing a secure knowledge of the teaching of phonics. Teachers make very effective use of support staff, trainee nursery nurses and parents to support children's learning.

104 **ENGLISH, MATHEMATICS AND SCIENCE**

104 **English**

9Results of 1999 National Curriculum assessments for pupils in Year 2 were well above the national average in reading for the proportion achieving the expected Level 2, and for those achieving the higher Level 3. In writing, the proportion achieving Level 2 was above average, but below average for those achieving Level 3. In comparison with similar schools nationally, the school's results show the same pattern. Inspection findings are that by the end of Key Stage 1, standards in reading are well above average and in writing, above average. The school is sustaining these levels of achievement.

10Results of 1999 National Curriculum assessments for pupils in Year 6 were average for those achieving the expected Level 4, but well above average for those achieving the higher Level 5. In comparison with similar schools nationally, the school's results show the same pattern. Inspection findings are that by the end of Key Stage 2, standards are above average. The improvement is due to good quality teaching, which ensures that Year 6 pupils in both classes make similar progress in their skills, knowledge and understanding.

11Progress in speaking and listening is good and by the end of both key stages, standards are above average. Pupils listen attentively in lessons to teachers, support staff and each other; they value and respect the opinion of others. However, this is not such a strong feature in the class with pupils from Year 2 and Year 3. By the end of Year 2, pupils are confident in speaking to a large audience: for example during the inspection an assembly was led by a Year 1 and 2 class on the theme of 'Toys'. Information was presented clearly and every word was heard. In addition, pupils read prayers and sang beautifully, with every word being clearly heard. In the literacy hour, particularly during the plenary or final session, pupils speak clearly and confidently when presenting their work to the rest of the class: for example when reading poems written during the lesson. By Year 6, pupils show very good speaking skills which are particularly evident when they perform short plays, including extracts from 'A Midsummer's Night's Dream'. Pupils speak clearly and with good expression and take on the part of the character they are playing well: for example in being a 'supply teacher telling a story' or the pupils saying, "We've heard that one before Miss!"

12Progress in reading is very good and by the end of both key stages standards are well above average. By the end of Year 2, pupils have a good knowledge of phonics, which they apply successfully when reading new words. They use picture clues well to help understand meaning. Pupils read fluently and with good expression. They enjoy reading a range of texts, including stories and poetry. They know and explain the terms author, illustrator and publisher. By the end of Year 6, pupils show a very good understanding of plot and character when discussing the story so far. They make interesting and imaginative predictions of what might happen next. Pupils understand the terms index, contents and glossary and know how to locate information from the school library, including the use of the

Dewey classification. They read successfully a wide range of fiction and non fiction, including plays by Shakespeare. Reading skills are used well across the curriculum, particularly in reading for information in the library, from CD Roms and from the Internet.

13Progress in writing is good and by the end of both key stages standards are above average. By the end of Year 2, pupils write sentences with accurate punctuation. Spelling is mainly good and pupils show confidence in using dictionaries to find how to spell new words. Pupils write successfully for a range of purposes, including stories, poems and factual accounts. In science, they write accounts of 'why night occurs'; in design and technology, recipes for making bread; and in religious education, information on the Jewish harvest. By the end of Year 4, pupils write their own glossaries of electrical items and terms in work linked to science. They write their own plays, including parts for the narrator and main characters. Pupils use persuasive writing well: for example in writing letters to the 'Clerk of the Council' in which they set out arguments as to why a by-pass should not be built through woodland. In their writing, they use punctuation correctly, including paragraphs, commas and speech marks. By the end of Year 6, pupils write imaginative stories with beginnings which capture the interest of the reader: for example 'The ripples and tiny wavelets, were lapping at Tom's feet as he stood at the edge of the enormous lake'. Pupils successfully draft and redraft their writing. They show good knowledge of use of paragraphs, speech marks, question marks and exclamation marks. However, whilst writing skills are good, pupils do not always apply their skills consistently when writing across the curriculum, particularly in the use of punctuation.

14In handwriting and presentation, standards are inconsistent. Pupils make good progress in handwriting skills as they move up through the school and there are many good examples of neatly written and well formed writing. However, pupils do not always use these skills sufficiently well: for example by reverting to printing when they are clearly capable of using a joined-up style. Work is sometimes done in pencil, biro or pen, with no clear consistency.

15Pupils with special educational needs make good progress. They have clear targets in their individual education plans to develop their literacy skills. Pupils benefit from well-planned and well-managed help from support assistants. The 'catch-up' programme in which key phonic and spelling skills are reinforced is a significant feature in pupils' progress.

16Pupils enjoy English and respond well to the literacy hour. In the shared reading and shared text parts of the hour, they listen well and are enthusiastic in asking and answering questions. Pupils settle quickly to group work and are well organised in terms of knowing what is expected of them. They work well in their groups, especially those on independent tasks. Pupils who work with the teacher or support assistant relate to them well and pupils value the time in those groups. In one lesson, there was a resounding cheer from the group who were told they were working with the teacher. In the plenary or final session, pupils are confident and enthusiastic in 'reporting back' to the rest of the class.

17Teaching is good and makes a significant contribution to standards achieved and progress made. During the inspection, the quality of teaching was very good in 20 per cent of lessons, good in 50 per cent and satisfactory in 30 per cent. Teachers have a secure knowledge of the National Literacy Strategy. Lessons are well planned, including the use of support staff and information technology to support pupils' learning. Teachers own love of reading and writing comes through clearly in the best lessons: for example in a Year 1 and 2 lesson, where the teacher's love of poetry was clearly reflected in the pupils' sheer enjoyment when, listening to, and reading poems. In addition, the teacher stopped the

lesson so that pupils could see a rainbow; this made a significant contribution to pupils' spiritual development. Group work is managed successfully. Teachers and support staff use their time effectively in teaching skills, knowledge and understanding: for example in Year 5 and 6 where pupils were taught how to annotate text from 'A Midsummer's Night's Dream' in order to read the play with greater understanding and expression.

18There is inconsistency in the quality of teachers' marking and in their reinforcement of their expectations as to how pupils should present work. Whilst there are good examples of work marked with helpful comments to guide pupils' future learning, other examples show just ticks or nothing. In addition, some exercise books have an attractive and exciting front cover produced using a desktop publishing program whilst others have poorly written names and doodling by pupils. High quality handwriting and presentation skills, which the pupils are capable of achieving, are not rigorously reinforced either through marking or by sufficient reminders during lessons.

19The previous inspection report judged standards to be 'average'. High standards were identified in speaking and listening and these have been maintained. Reading was satisfactory and is now very good; improvement resulting from good and very good teaching of phonic skills. Writing was judged to be good and the school has maintained these standards. Library skills were judged as unsatisfactory but are now good, with pupils showing a good understanding of how to access books and then apply reference skills.

20Although there are many strengths in English, there is a weakness. In the class with pupils from Year 2 and Year 3, pupils do not receive the same high-quality teaching and planning as the rest of the pupils in Year 2 and Year 3. This is particularly the case for pupils in Year 2, where the high quality planning and teaching seen in the three Year 1 and Year 2 classes is not reflected. Expectations are much lower and pupils are not managed as successfully, with the result that progress is limited to satisfactory for this group of pupils.

116 Mathematics

21Results of Key Stage 1 National Curriculum tests in 1999 showed the percentage of pupils achieving the expected level, Level 2, was in line with national averages, but the percentage reaching the higher Level 3 was above the national average. Results of Key Stage 2 National Curriculum tests in 1999 showed the percentage of pupils achieving the expected level, Level 4, was in line with national averages, but the percentage reaching the higher Level 5 was above the national average. Trends over time in both key stages have been slightly upward, although there was a small decrease from 1997 to 1998. In 1999, there has been a slight increase in expected level achievement (Level 2 for Key Stage 1 and Level 4 for Key Stage 2), but a sharp increase in the percentage reaching the higher Level 3 and 5 respectively.

22At Key Stage 1, Level 2 results in mathematics are not as good as the results in reading, writing and science. They still compare unfavourably at Level 3 except against writing, where they are better. At Key Stage 2, Level 4 mathematics results are better than English and science, and at Level 5, are comparable with science but worse than English.

23Inspection evidence is that at the end of Key Stage 1, pupils' attainment is in line with national expectations, and at the end of Key Stage 2, attainment is above national expectations. The improvement in Key Stage 2 is largely attributable to good quality teaching, the successful implementation of the National Numeracy Strategy, and the system of setting for mathematics in Years 4, 5 and 6.

24 Number work is a strength in the school. By the end of Key Stage 1, most pupils count on and back to 20 and find the difference between two 2-digit numbers by counting on in tens and ones. Many are confident with addition and subtraction to 10. They order numbers to 100, with some able to go to 500 and higher. They understand place value and know that $124 = 100 + 20 + 4$. Many are confident with halving and doubling and divide by numbers up to 5. They count in twos, knowing the difference between odd and even numbers. Many find a half and quarter of a set of objects. They collect data, such as using a tally chart for the number of animals they see in a picture, and they represent their findings in various ways, including block graphs and bar charts.

25 In shape, space and measures, pupils begin to weigh and measure using standard units. They accurately estimate items as more than or less than 1 kilogram, and more than or less than 1 metre. They accurately measure each other's height and weight using centimetres and kilograms. They recognise a square and know that it has four right angle corners. They recognise and name three-dimensional shapes such as cube, sphere, cylinder, triangular prism, cone and cuboid. In telling the time, many pupils say what is one hour earlier or one hour later than a given time.

26 By the end of Key Stage 2, pupils' work in number is good. Pupils add and subtract up to 3-digit numbers, and multiply 3-digit numbers by two-digit numbers. They use less than and greater than signs correctly and many understand square numbers and square roots. Pupils order decimals to two decimal places and understand that ' $4 = 0.2 = 20\%$.' They simplify fractions: for example ' $\frac{6}{8} = \frac{3}{4}$ ', and can find ' $\frac{3}{10}$ of 80'. They use and interpret first quadrant co-ordinates.

27 In shape, space and measures, pupils have a good understanding of two-dimensional shapes and their properties. When describing shapes, they use the correct mathematical vocabulary, such as side, vertex, right angle, symmetrical, diagonal and parallel. They know that there are 180 degrees in a triangle, and correctly use such terms as acute, obtuse, equilateral, scalene and isosceles. Pupils find lines of symmetry and identify orders of rotational symmetry. They understand perimeter and different ways of finding it by addition or multiplication, and can work out perimeters of compound shapes. Most tell the time using both analogue and digital clocks, and relate 24 hour time to the 12 hour clock. Pupils are competent when weighing or measuring using metric units, and know the rough metric equivalents of commonly used imperial units such as the pint or the mile.

28 Most pupils handle data competently. They understand how to find the mean, median and mode and have a sound understanding of probability. For example, they know that the probability of drawing an ace from a pack of cards is $\frac{4}{52} = \frac{1}{13}$.

29 Pupils use their mathematical skills when solving problems. For example, they can work out how much to pay when there is '10% off' a £3000 car. With shopping problems, they work out how much they will have to pay for a series of items, and what change they will get. They have investigated problems with laying paving slabs, and the different possibilities for various perimeter lengths. In all these instances, they are developing their own strategies for solving the problems.

30 Pupils throughout the school use and apply their numeracy skills in a variety of situations. In science, they measure and record their measurements, representing their findings in a variety of ways. In geography, they represent various findings, including weather, in chart

form. In history and religious education, they order dates of various events. Mathematics makes an effective contribution to pupils' social and moral development. There are high expectations of behaviour, particularly when pupils are working without the direct supervision of the teacher. Pupils are encouraged to work co-operatively when solving problems or discussing alternative strategies.

31 Overall, pupils' progress in mathematics throughout both key stages is good, although there are some variations. Where all pupils in a class are challenged by the activities, they are well organised and the pace is brisk, their gains in knowledge, understanding and skills are good. On occasions, pupils are not sufficiently challenged or motivated and they do not do enough work. When this happens, as it does sometimes with the higher attaining pupils, it limits the progress they make. Pupils with special educational needs are well supported in classes throughout the school, and make good progress for their ability. Marking is a tool that can be used effectively in helping pupils to make progress. Throughout the school, there are many good examples of pupils' work receiving encouraging comments and indications on how to improve. In the mixed key stage class, this is not so apparent, and pupils' work suffers in both content and quality of presentation.

32 Throughout the school, pupils' attitudes to learning in mathematics are never less than satisfactory, and are nearly always good. Pupils show interest in their work and sustain their concentration well. They enjoy their activities and become thoroughly involved in what they are doing. Pupils behave well, have positive relationships with adults and peers and work well collaboratively. They use their initiative well to find different ways of solving problems. They respect apparatus and equipment, and the views of others.

33 There are strengths and weaknesses in teaching in many lessons, but overall, the strengths far outweigh the weaknesses and the quality of teaching is good throughout the school. This is having a positive impact on pupils' learning and attainment. Teachers have a good knowledge and understanding of the subject. Their expectations are usually high, but on occasions, not high enough for the more able pupils. Planning is good, often very good in Key Stage 2. It is well linked to the National Numeracy Strategy, and is particularly effective when teams of teachers plan together to ensure consistency across year groups. This does not happen in the mixed key stage class and there is some inequality of opportunity, particularly for the Year 2 pupils in that class. Teachers' methods and organisation are mostly good, and pupils are managed well. Resources are well prepared and used, and a brisk pace often ensures good use of time. There is some use of 'digit cards' in the mental mathematics session at the beginning of lessons, but this aspect is insufficiently developed. This means that in a ten minute question and answer session at the beginning of a lesson, many pupils do not have an opportunity to answer questions. Day to day assessment is good, and helps teachers in planning their next lessons, but the quality of marking is variable. Homework is used soundly in Key Stage 1 and well used in Key Stage 2.

34 The school has made a very good start in implementing the National Numeracy Strategy. The use of booster classes to help pupils in Year 5 and 6 reach Level 4, and the Maths Club to help pupils in Year 2 reach Level 2, are particularly effective. Setting for mathematics takes place in Years 4, 5 and 6, and is proving to be very effective in enabling teachers to set work which challenges all pupils in their groups. These two initiatives are having a positive impact on standards of attainment. The curriculum fully meets statutory requirements, including the requirements for pupils with special educational needs.

35 The school has made many improvements since the last inspection. Attainment has

improved at the end of both key stages, and more emphasis has been put on pupils using and applying their knowledge. Setting across year groups and grouping by ability within classes has ensured that work is more closely matched to pupils' ability. However, on occasions, higher ability pupils are still not challenged sufficiently. Marking and the use of assessment have improved, but are still variable.

131 Science

36Results of 1999 National Curriculum teacher assessments for pupils in Year 2 were above the national average for the proportion achieving the expected Level 2, but average for those achieving Level 3. In comparison with similar schools nationally, results were above average for those achieving Level 2 and average for Level 3. Inspection findings are that by the end of Key Stage 1, standards are average and pupils, including those with special educational needs, make satisfactory progress. The decline in standards is due to pupils in the mixed-key stage class not receiving the same science curriculum as the rest of pupils in Year 2.

37Results of 1999 National Curriculum assessments for pupils in Year 6 were close to the national average for the proportion achieving the expected Level 4 and above the national average for those achieving Level 5. In comparison with similar schools nationally, the results were average at Level 4 and above average at Level 5. Inspection findings are that by the end of Key Stage 2, standards are above average and that the school is sustaining these levels of achievement. The improvement is due to good teaching and a well planned programme of science, which ensures all Year 6 pupils receive a high quality curriculum.

38By the end of Key Stage 1, pupils construct simple circuits and understand how simple forces can act on objects. They understand differences between light and shade. Pupils know some of the properties of living things as well as showing an understanding of the properties of non living things.

39At the end of Key Stage 2, pupils distinguish between the properties of differing materials: for example the differences between liquids and gases, and the varying properties (flow rates) of different liquids. Pupils construct simple circuits, and show a good understanding of magnetism, light and dark, and sound. They show good knowledge of human and animal physiology: for example the function of the skeleton and joints in humans. Pupils understand 'Scientific Method' and conduct simple experiments. They recognise the need for a fair test and to eliminate variables in such experiments. Pupils understand the need for accurate recording and observation as well as the need for careful analysis of results.

40In most lessons, pupils enjoy science and work and co-operate well together and with their teachers. They participate with enthusiasm in lessons and experiments. In those lessons when areas of the curriculum are being revisited or where the level of work is inappropriately low for individuals, pupils are less enthusiastic.

41The quality of teaching is good overall. In all but one of the lessons observed during the inspection, teaching was sound or better, with 75 per cent of these lessons good or very good. Teachers plan lessons thoroughly from the school's syllabus and scheme and prepare their rooms and materials with care. For example, in a lesson on the production and properties of gases, groups of pupils were given individual test tubes, non-toxic chemicals (from the inside of sweets, and vinegar), balloons and straws. Teachers use their voices well

and are skilled in the use of questioning. They pay attention to the needs of individual children. Teachers have a sound knowledge of the subject matter and use scientific vocabulary in their lessons: for example molecule, viscosity, field, force, ball and socket and pole. The teaching of science is linked well to other parts of the curriculum: for example mathematics, and good use is made of information technology in recording results.

42The previous inspection report judged standards in science to be about average. The school has raised standards, particularly at Key Stage 2 through a well planned curriculum and effective teaching. The requirements of the National Curriculum for science are met.

138 **Information technology**

43By the end of both key stages standards exceed national expectations and pupils, including those with special educational needs, make good progress. Pupils use their literacy skills well in word processing a range of writing, including stories, poems and factual accounts: for example school visits. Numeracy skills are used successfully: for example using a spreadsheet to calculate the area and perimeter of shapes.

44By the end of Key Stage 1, pupils use the mouse and keyboard with confidence. In the computer suite, they know how to 'log on and off' and how to load programs and files. They are secure in the key skills of saving and printing their work. In 'desk-top' publishing, they create frames, alter fonts and resize objects. Pupils create imaginative pictures when using graphics programs and incorporate text and art work successfully to produce posters and invitations.

45By the end of Key Stage 2, pupils use computers well to support their learning across the curriculum and for a wide variety of uses. Most pupils understand the functions of computers and manipulate and utilise major computer functions. They successfully log on and off, file and save to given folders, drag and drop, cut and paste, change font types and sizes, create frames, insert clip art and tables into word processed documents. Pupils use spreadsheets and data banks well. They access the Internet and search to obtain information as well as utilise CD Roms to find and incorporate information into other work: for example through the use of an encyclopaedia program.

46Pupils' attitudes to the subject are good. They are confident and enthusiastic when working on computers. They enjoy the work and pay close attention to tasks and teachers.

47The quality of teaching is good overall. During the inspection it was good in 75 per cent of lessons and satisfactory in 25 per cent. Teachers show confident and secure subject knowledge. They organise lessons well and ensure that all pupils are given equal opportunity to develop information technology skills. Resources are used effectively, particularly the information technology suite. In addition, classroom based machines are used well to support pupils' learning in literacy and numeracy. Planned use of information technology to support literacy and numeracy is a strength.

48The previous inspection judged, 'attainment and progress to be good, particularly at Key Stage 2'. The school has made very effective use of its computer suite to improve overall standards in both key stages. The planned use of classroom based computers to support pupils' learning, especially in literacy and numeracy is a strength.

49By the end of both key stages, attainment in religious education is in line with the expectations of the locally agreed syllabus. By the end of Key Stage 2, pupils develop a sound knowledge and understanding of the major elements of Christianity and other world religions. Pupils in Year 1 and 2 studying 'Special Festivals' and 'Special Times', understand the significance of Diwali in the Hindu calendar. They undertake a range of activities to extend their understanding of the symbolism of the preparations for the festival. For example, they make some of the special food that is eaten at Diwali. Pupils in Year 4 look at 'Special Books' and consider their importance in world religions. They know the special books associated with Christianity, Judaism and Islam. In Year 5 and 6, pupils discuss different types of discrimination and examine the life and ideals of Martin Luther King. They confidently discuss examples of inequality and record their ideas for improving the world under the title, 'I have a dream'.

50Pupils, including those with special educational needs, make satisfactory progress. They communicate their ideas and feelings well through art, writing and drama. They show a reflective approach to new areas of learning and ask relevant questions to further their understanding. Following a period of total stillness and reflection, a mixed Year 1 and 2 class expressed some thoughtful and sensitive ideas about ways in which they could help other people.

51Pupils respond positively and welcome the opportunity to express their views and ideas. They listen carefully to teachers and to one another during discussion times. They work well in pairs sharing resources and collaborating effectively to present their ideas to the class. Pupils in Year 5 and 6 discuss their 'dream' for the next millennium with a partner, before sharing their ideas. The good behaviour of pupils has a positive impact on the quality and presentation of work.

52The quality of teaching is good overall, but ranges from satisfactory to very good. Teachers identify clear learning objectives and lessons are well planned to extend pupils' understanding. When teaching is most effective, teachers employ good methods to involve all pupils. Questioning challenges pupils' thinking and encourages them to explore their feelings and ideas. Where teaching is satisfactory, follow up tasks do little to extend learning and are not used effectively to assess pupils' understanding.

53Since the last inspection, there has been a significant improvement in the development of the spiritual element of religious education. Pupils are given opportunities to reflect on their feelings and ideas and relate them to the lives and actions of others. They are encouraged to understand the importance of tolerance and to value themselves and others. Teachers provide good role models with their calm, sensitive approach to pupils.

149 **OTHER SUBJECTS OR COURSES**

149 **Art**

54By the end of both key stages, pupils' performance in art meets expectations for their age, and progress, including that for pupils with special educational needs, is satisfactory. At Key Stage 1 pupils use different materials and tools with care and understanding. They explore the properties of clay and confidently make model toys using appropriate

techniques to join pieces of clay together. Pupils mix colours effectively when painting carefully observed drawings of old and new toys. Bruegel's painting 'Children's Games' is used as a stimulus for pupils' drawings. Pupils examine the detail in the painting and discuss the activities depicted. At Key Stage 2, pupils experience a broad range of media and processes. They develop an understanding of how pattern and texture are created in designs and pictures. For example, pupils in Year 4 discuss the visual elements of mosaic patterns and the effect of placing different shades of colour close together. Pupils in Year 5 and 6 research and design Viking clothing paying particular attention to colour, style and detail. Carefully drawn designs based on Viking jewellery show good use of line, pattern and tone.

55Pupils' response to art is good. They approach tasks enthusiastically and concentrate well on tasks set. They share ideas and encourage and support one another. Pupils take care with their work and take pride in the end result. At the end of Key Stage 2, pupils were prepared to make several attempts when making clay goblets until they were satisfied that their work was the best that they could achieve. All pupils use equipment and resources appropriately and tidy up well at the end of lessons.

56The quality of teaching is good overall. Lessons are well planned and show a balance between the introductory explanation of tasks and practical activities. Pupils are well managed and supported. They are encouraged to evaluate and modify their work if appropriate. A good feature of all the art lessons is the careful preparation and good organisation of materials and resources. In two of the lessons observed, the pace was rather slow and pupils did not achieve as much as they could have done within the time. Sketch books are used well in some classes. However, their potential as an aid to track pupils' progress is not well utilised.

152 **Design and technology**

57By the end of both key stages, standards meet expectations for pupils of this age. Pupils, including those with special educational needs, make satisfactory progress. Pupils successfully apply their knowledge of other subjects to design and technology: for example in science where they make simple circuits for lamps, and in history where they produce imaginative 'Viking' weavings. Literacy skills are applied well in labelling designs and in written evaluations of products. Numeracy skills are applied successfully, particularly in the use of accurate measurement.

58By Year 2, pupils make models from their own designs: for example a boat, a flower and a box. They manipulate simple tools and construct models in a variety of materials. In food technology, pupils use recipes well to make simple dishes.

59By the end of Key Stage 2, pupils have a sound knowledge of the design process. They formulate plans, construct and amend their designs to incorporate improvements suggested from the production of such prototypes. Pupils hypothesise and predict outcomes. They understand the diversity of the subject and produce models, table lamps, moving toys, secret boxes and astronomical models. Pupils work successfully with food technology and weaving.

60Pupils enjoy lessons and participate with enthusiasm and explain and take pride in their work.

61 Inspection evidence is consistent with the quality of teaching being satisfactory. Pupils are clearly being taught a sound range of skills and techniques as they move up through the school. The previous inspection judged standards to be 'average or above average'. However, since then, the requirements to teach design and technology have been reduced, particularly with the emphasis on literacy and numeracy, and comparisons of different requirements are not necessarily valid.

157 **Geography**

62 Progress in geography is satisfactory throughout the school and by the end of Key Stage 2, pupils achieve standards in line with those expected for their age. Pupils with special educational needs make satisfactory progress. Pupils in Year 1 and 2 develop map skills in their study of the locality of the school. They make plans of the classroom marking key features. They follow directions to find their way around the outside of the school building and identify carefully placed landmarks along the route. Pupils in Year 3 use photographs, maps and a video to compare two different settlements. They note the amenities in each place and compare the age and location of buildings. A recent walk around their own village is the focus for the study of land use by Year 4 pupils. They understand the range of services in the area and transport links to the nearest city. Pupils successfully identify the main routes linking the area to other major towns and cities. At the end of Key Stage 2, pupils studying rivers look at the route of the Thames and produce graphs to show the population figures for the counties through which it flows.

63 Pupils enjoy geography. This was evident through a scrutiny of previously completed work, displays in classrooms and discussions with pupils. In Year 1 and 2, work is well presented and reflects the interest and enthusiasm of pupils. At Key Stage 2, whilst most tasks are appropriately presented, a minority of pupils regularly fail to complete pieces of work and pay insufficient attention to its layout and accuracy.

64 The quality of teaching at both key stages is satisfactory. Evidence from teachers' planning and work scrutinised, shows that lessons have clear learning objectives and are supported with appropriate resources. Good use is made of the school grounds, the immediate locality and off-site visits, to extend pupils' experience.

65 The previous report judged standards to be 'mainly average or good throughout the school'. Taking into consideration, the relaxation in the demands to teach the full programmes of study for geography, the school has maintained satisfactory standards.

161 **History**

66 Attainment in history at both key stages meets expectations for pupils of this age. In Key Stage 1, pupils show a basic understanding of simple chronology and an understanding of how toys have changed over time. They use good vocabulary relating to the passage of time and identify factors that determine the age of objects. This understanding was evident when they looked at pictures of old and new toys and decided if they were from the past or the present. At Key Stage 2, pupils investigate historical information and demonstrate an understanding of aspects of Britain's history. Pupils in Year 4 examine how the Romans influenced life in Celtic Britain. They understand the difference between invaders and settlers and are developing the ability to formulate key research questions to further their knowledge and understanding. By the end of Key Stage 2, pupils understand the use of BC and AD on a timeline and place people and events on a chronological framework. They use

information books to find out why the Vikings invaded Britain and which routes they took.

67Progress for all pupils, including those with special educational needs, is satisfactory throughout the school. There is a strong emphasis on the development of cross-curricular links, particularly literacy. This enables pupils to locate and communicate information effectively in a variety of formats.

68Pupils' attitudes to history are good. They enjoy their lessons and participate enthusiastically in activities and tasks initiated by teachers. They work very well in pairs and small groups discussing ideas and responding to challenges set for them. Pupils in Year 5 and 6 collaborate in pairs to identify accurately the order in which the Celts, Romans, Anglo-Saxons and Vikings lived in Britain.

69The quality of teaching in the few lessons observed ranged from excellent to unsatisfactory. Excellent teaching was characterised by very good planning and preparation. Good subject knowledge contributed to good pace and there were very good strategies to involve all pupils in all activities throughout the lesson. Where teaching was unsatisfactory, pupils' behaviour was poorly managed and activities designed to support areas of learning did not challenge pupils sufficiently. Relevant visits to historical locations are arranged to support and extend pupils' understanding.

70The previous inspection report made no judgement on standards in history, although progress was judged to be 'appropriate'.

166 **Music**

71By the end of both key stages, pupils' performance meets expectations for their age. The school has maintained the standards set at the last inspection, which were judged to be 'about average'. Pupils throughout the school, including those with special educational needs, are making satisfactory progress in music overall, but good progress in singing. This is an improvement since the last inspection when progress was described as 'limited'. Pupils sing enthusiastically and well in tune. They have a good ability to keep to a beat, particularly when singing rounds in two or four parts. This good appreciation of beat is used when composing, and pupils keep in time with others when playing instruments. Some record their compositions using graphic notation. They rehearse their playing and perform to others. They have appropriate control of a variety of percussion instruments. Older pupils develop a good understanding of the instruments of the orchestra, and name and recognise the sound of many of them. Many understand and correctly use such musical terms as tempo, pitch, timbre and texture. Effective opportunities for music appreciation are used at assembly times when pupils are entering and leaving the hall.

72Pupils respond well to their music lessons. They listen and follow instructions well and are keen and happy to take part. They display good attitudes and behaviour, and have positive relationships with adults and their peers. They co-operate well when working in groups, and handle instruments with care and sensitivity. They take pride in their performances.

73Overall, teaching is good throughout the school, but there are strengths and weaknesses. No lessons were observed which were less than satisfactory, which is an improvement since the last inspection. Teachers' knowledge and understanding is variable, although in-service training has been given. Sometimes, good use is made of teachers' expertise by swapping

classes, which is particularly effective in Year 5 and 6. Planning is mostly good with high expectations of achievement and behaviour. However, there are a variety of sources from which the lesson objectives are chosen, and sometimes this limits continuity. Pupils are well managed and resources are readily available and well used. However, on occasions, work is too teacher directed, particularly when pupils are composing. Pupils have insufficient opportunity to choose instruments and the sounds they make for themselves. Sometimes, lessons do not have enough variety, perhaps just having one activity for the whole session.

74 There are good opportunities for pupils to perform, such as at concerts, music festivals and assemblies, but there are some missed opportunities: for example for recorder pupils to play hymns in assembly. There are good opportunities for pupils to learn to play instruments. Peripatetic teachers provide some instrumental tuition, there is a small brass group, and there are a variety of recorder groups with practices at lunchtimes. These activities are well supported, with, for example, 42 pupils playing the recorder. Visitors are an effective addition to music provision, with visits from an African musician with his instruments, a whole day workshop for pupils to experiment with making sounds, and an opportunity to play autoharps.

170 **Physical education**

75 By the end of Key Stage 1, pupils' performance meets expectations for their age. By the end of Key Stage 2, pupils' performance exceeds expectations. In Key Stage 1, pupils, including those with special educational needs, make satisfactory progress, although it does range from unsatisfactory to good. In Key Stage 2, progress ranges from satisfactory to very good, and is good overall, including that for pupils with special educational needs. Pupils' progress is directly related to the teaching they receive, which overall is good in Key Stage 2 and satisfactory in Key Stage 1. In good and very good lessons, work is well planned with clear learning objectives and suitable activities to achieve these. Good teaching points are made and pupils are given plenty of opportunity to practise, thus enabling them to make considerable gains in skills and understanding. Pupils are very well managed, with good organisation and control. Apparatus and equipment are well managed and used effectively. Unsatisfactory teaching is largely a result of poor organisation and the teacher's authority not being well sustained. Equipment takes too long to get out and put away, giving pupils less time to practise. Organisation when changing from one activity to another takes too long, and the pace of the lesson drops. This causes inattention and pupils not listening to the teacher, thus hindering their progress.

76 In dance, pupils use their imagination well in suggesting ideas on how to interpret music. They plan and rehearse their movements, and take pride in performing them to others. They show sound control in their movements, being aware of space and others around them. They show good contrasts: for example when portraying various toys, pupils demonstrate fast and slow movements and stillness.

77 In gymnastics, pupils move and jump with appropriate control. They use their initiative well when finding different ways of travelling on the floor and on apparatus. They find different ways of jumping and rolling, and put movements together to form sequences. Pupils transport apparatus sensibly and safely.

78 In games, pupils develop good skills when sending and receiving a ball either by throwing and catching, by using their feet, or with a hockey stick. In football and hockey, pupils have good control of the ball when dribbling, with Year 5 and 6 having particularly good control of hockey sticks.

79Pupils' attitudes to physical education are good in Key Stage 1 and very good in Key Stage 2. Pupils listen well to instructions, and try hard to succeed in tasks set. They are very keen and enthusiastic, but rarely let this interfere with their good attitudes and behaviour. They work sensibly and co-operate well with partners or in groups. Pupils enjoy working hard and make good progress. On the few occasions when the teacher's authority is not well sustained, pupils take far too long to change, and display unco-operative attitudes.

80Outside helpers are used well to assist with rugby, hockey and athletics, and there are good links with the secondary school. An active games programme for breaktimes is proving very effective in developing pupils' games skills and makes a valuable contribution to their social and moral development. There is a good extra-curricular programme, which includes gymnastics, football, netball, cross-country, table tennis, cricket and athletics. These activities are of good quality and are well supported by teachers and pupils. The number of participants varies, but ranges from 20 at table tennis to 40 at gymnastics. The school holds its own swimming gala, cross-country event and sports day.

81'Improve the attainment, progress and teaching of aspects of physical education,' was one of the key issues in the last inspection. This has been accomplished to the extent that 'often unsatisfactory' teaching is now often good. Criticisms of standards, challenging the more able, teacher confidence and wearing the appropriate kit, the policy, and leadership and management of the subject, were all criticised, but have now been addressed. The factor having the most impact on all aspects has been the appointment of an enthusiastic and very competent co-ordinator. She has initiated in-service training, provided by county staff, and herself, with demonstration lessons, which has had a positive impact on teachers' knowledge, understanding and confidence. Her monitoring of planning, and of teaching, has given her a clear understanding of what is happening in physical education and where her priorities lie. Her action plan has been very successful in developing the subject to its present level.

177 **Swimming**

82The inspection of this school included a focussed view of swimming, which is reported below. It was not possible to observe swimming lessons during the inspection, but talking with pupils and teachers, and a scrutiny of plans and records, indicate that teaching in swimming is good, and good standards are reached by the end of Key Stage 2.

83Pupils in Years 3, 4 and 5 are given the opportunity to swim at the local pool, but for Year 5, this is only for the first term of the year. Very careful arrangements are made to ensure safety when leaving the school, whilst changing, whilst swimming in the pool, and on travelling back. The pool instructor and teacher in charge are well qualified with swimming teachers' qualifications. Another teacher and an ancillary helper have received in-service training. There are a number of parents who help pupils in the changing rooms and in the water. Lessons are carefully planned to challenge all pupils, whether they are in the beginners' group or advanced swimmers. This, together with a knowledgeable instructor and teachers, is having a positive impact on standards achieved. Non-swimmers are encouraged to gain confidence in the water by having a number of adults in with them. Swimmers are encouraged to develop their swimming strokes on both front and back, and to develop the skills of water safety and survival. Of the 1998 leavers, 87 per cent were able to swim 25 metres. This year, the figure for Year 6 is 84 per cent, and for Year 5 pupils, 96 per cent. Out of 109 pupils in the present Year 4 and 5, 28 per cent can swim 400 metres, with 71 per cent of those swimming 1000 metres.

84Whilst for the non-swimmers, or poor swimmers, at the pool, very good support is given, from January onwards each year, this is for Year 3 and 4 only. Pupils in Year 5 and 6 do not receive any swimming tuition after Christmas in Year 5. The school has a stated aim; 'that all children should be able to swim at least 25 metres before leaving the school'. The fact that this aim is not met is partly due to the arrangements for pupils in Year 5 and 6. There is very good provision for pupils who are attending the pool, but arrangements that leave Year 5 and 6 non-swimmers with no pool time are unsatisfactory.

85There are good curriculum and assessment arrangements made in respect of swimming. The curriculum covers different swimming strokes and skills for water safety. Pupils are taught in ability groups, and frequent assessment and testing enables them to move to more advanced groups. Planning is thorough and time allocation appropriate, with one hour at the pool each week. There are good assessment procedures, and good records kept of pupils' attainment and progress. Swimming necessarily involves more time than that actually in the pool, for changing and travelling time has to be added. However, this is taken into account when planning the curriculum overall, and does not impact unduly on other subjects.

181 **PART C: INSPECTION DATA**

181 **SUMMARY OF INSPECTION EVIDENCE**

86The team consisted of five inspectors, including a lay inspector. The inspection was carried out in the school week commencing Monday, November 15th 1999, and covered four days of observation and interviews. Before the inspection, members of the team attended a meeting of parents to discuss inspection issues and to hear the views of the 24 parents who attended. An analysis was made of the 77 questionnaires returned by parents. During the course of the inspection, the team observed 75 lessons or parts of lessons and covered registration periods and assemblies. A total of 93 hours was spent on gathering evidence.

87A sample of pupils from each year group was heard reading and the work of those pupils was scrutinised by the team over a period of six hours. Behaviour in the playground, dining-hall and around the school was observed. Discussions were held with members of staff, governors, subject co-ordinators, visitors and parents. The team examined pupils' records and reports, teachers' planning and record keeping, financial statements and attendance registers. Inspectors looked at the resources provided by the school for pupils and at the use made of accommodation.

184 **DATA AND INDICATORS**

184

184 **Pupil data**

184

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	307	12	69	36

184 **Teachers and classes**

184 **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	13
Number of pupils per qualified teacher:	24.7

184 **Education support staff (YR – Y6)**

Total number of education support staff:	20
Total aggregate hours worked each week:	275

Average class size: 27

184 **Financial data**

184

Financial year:	98/99
	£
Total Income	543,839
Total Expenditure	538,304
Expenditure per pupil	1,491
Balance brought forward from previous year	68,689
Balance carried forward to next year	74,224

184 **PARENTAL SURVEY**

184

Number of questionnaires sent out: 307
 Number of questionnaires returned: 77

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	34	61	5	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	43	49	1	7	0
The school handles complaints from parents well	13	54	27	4	2
The school gives me a clear understanding of what is taught	9	76	9	3	3
The school keeps me well informed about my child(ren)'s progress	26	59	11	0	4
The school enables my child(ren) to achieve a good standard of work	23	68	8	1	0
The school encourages children to get involved in more than just their daily lessons	30	65	3	1	1
I am satisfied with the work that my child(ren) is/are expected to do at home	20	62	9	8	1
The school's values and attitudes have a positive effect on my child(ren)	24	67	8	0	1
The school achieves high standards of good behaviour	23	65	7	5	0
My child(ren) like(s) their school	46	52	2	0	0

184 **Other issues raised by parents**

At the parents' meeting, parents expressed the views that the school is:

- Adaptable,
- Warm and caring,
- Nurturing,
- Understanding of each child,
- Approachable,
- Has a caring staff.