

INSPECTION REPORT

Manaccan Primary School

Helston

LEA Area: Cornwall

Unique Reference Number:111815

Inspection Number: 182568

Head-Teacher: Mrs M Quick

Reporting inspector: Mr D Curtis
20893

Dates of inspection: 06 December 1999 - 08 December 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:	Church Town Manaccan Helston Cornwall TR12 6HR
Telephone number:	01326 231431
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Sue Norton
Date of previous inspection:	27 November 1995 - 30 November 1995

INFORMATION ABOUT THE INSPECTION TEAM

Team members

Mr D J Curtis, Rgl

Subject responsibilities

English, Geography, History, Physical education, Religious education, Special educational needs, Equal opportunities.

Aspect responsibilities

Attainment and progress; The quality of teaching; Spiritual, moral, social and cultural development; Staffing, accommodation and learning resources.

Mr M Whitaker, Lay Inspector

Attitudes, behaviour and personal development; Attendance; Support, guidance and pupils' welfare; Partnership with parents and the community.

Mr P Inness

Mathematics, Science, Information technology, Design and technology, Art, French, Music, Under fives.

Curriculum and assessment; Leadership and management; The efficiency of the school.

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MAIN FINDINGS

What the school does well

Standards in English and science are above average.
The attitudes, behaviour and personal development of pupils are good.
The quality of teaching is good.
The leadership and management of the school are good.
Provision for pupils with special educational needs is very good.
The efficiency of financial control and day-to-day administration is very good.
Provision for spiritual, moral, social and cultural development is good.

Where the school has weaknesses

Standards in information technology are below national expectations.
In science and the humanities, teachers' planning does not meet the learning needs of the differing abilities and age groups represented in the classes.
There is inconsistency in the quality of marking of pupils' work.

The school's strengths outweigh its weaknesses. However, the weaknesses identified will form the basis of the governing body's action plan, which will be sent to all parents, and guardians of pupils 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 most of the key issues. The roles of the headteacher and governing body have been reviewed and the school improvement plan is an effective tool in moving the school forward. Policy statements and schemes of work to address what pupils should know, understand and do in each subject are now in place. To a large extent, teachers' planning addresses specific learning targets for pupils of different ability groups within the classes. However, planning in science and the humanities is still not meeting the needs of all pupils. Clear success criteria are now in place against which the school can judge the cost-effectiveness of its spending decisions. The reporting of attendance figures in the annual governors' report now meets statutory requirements. Inspection evidence confirms that the school has good management systems in place, which will allow it to make very good progress in continuing to raise standards and improve the quality of education.

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>	A
			<i>above average</i>	B
			<i>average</i>	C
			<i>below average</i>	D
			<i>well below average</i>	E
English	/	/		
Mathematics	/	/		
Science	/	/		

This table has not been completed because the number of pupils who took the National Curriculum tests in 1999 is too small to be statistically reliable.

Inspection evidence is that standards are above average in English and science, and average in mathematics. In information technology, standards are below national expectations. Standards in religious education meet the expectations of the locally agreed syllabus. In art, design and technology, geography, history, music and physical education, standards meet expectations for pupils of this age.

Quality of teaching

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

Inspection findings are that teaching is good overall and a strength of the school. It makes a positive contribution to standards achieved. The positive features from the previous inspection have been maintained and teachers' planning has improved, although some shortcomings remain; particularly in science and the humanities. There is insufficient planning in this area to meet the individual needs of pupils in relation to age and ability.

During the inspection, the quality of teaching was very good in 14 per cent of lessons, good in 50 per cent and satisfactory in the remaining 36 per cent. Examples of very good teaching were seen in literacy and music. Examples of good teaching were observed in literacy, mathematics, science, art, design and technology and French.

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 overall; pupils behave well in lessons and around the school, including break and lunchtimes.
Attendance	Good; there is little unauthorised absence. Pupils are punctual and lessons start on time.
Ethos*	Good; the school is committed to high standards. Pupils show positive attitudes to work, in the main, and relationships within the school are good.
Leadership and management	Good. The headteacher has a clear vision for the educational direction of the school. The school improvement plan is a good document. The governing body is supportive and hard-working.
Curriculum	Good overall, although planning in the humanities does not meet the needs of all pupils.
Pupils with special educational needs	Provision is good; the special educational needs co-ordinator, teachers and support staff provide good support. Individual education plans set realistic, achievable targets.
Spiritual, moral, social & cultural development	Provision is good and makes a positive contribution to good behaviour and positive attitudes to work.
Staffing, resources and accommodation	Good range of teaching and support staff to meet the demands of the curriculum. Accommodation in process of being remodelled – indoor toilets and new administration block being built.
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

The school encourages parents to play an active part in its day-to-day life.
The school encourages their children to participate in extracurricular activities.
Their children like school.

What some parents are not happy about

The school does not handle complaints well.
They do not find it easy to approach the
Homework.
The school's values and attitudes do not

Six parents returned questionnaires and nineteen parents attended the meeting with the registered inspector prior to the inspection. The views expressed through the questionnaire may not reflect the views of parents as a whole. At the parents' meeting, parents said that children were confident, happy and caring. In addition, staff were said to be approachable. Concerns were expressed that the community does not take part in school events.

Inspection evidence confirms the positive views of parents. In relation to issues which parents are unhappy about, inspection findings are that they are a result of parental misunderstandings in relation to the school following local education authority procedures for special educational needs.

KEY ISSUES FOR ACTION

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

Raise standards in information technology by:

Providing pupils with their entitlement to the full programme of study for information technology.

(Paragraphs: 7, 12, 88, 94, 98)

Improve planning in science and the humanities to ensure that pupils receive a curriculum which meets their individual needs and abilities.

(Paragraphs: 21, 29, 30, 34, 94, 95, 122)

Ensure greater consistency in the quality of teachers' marking by:

Careful monitoring of the application of the school's marking policy.

(Paragraphs: 28, 37, 94, 106)

In addition to the key issues the governing body may wish to consider the following for possible inclusion in its action plan.

Seek further ways of making parents aware of the school's policy for pupils with special educational needs, and its policy for homework.

(Paragraphs: 48, 50, 54)

INTRODUCTION

Characteristics of the school

1. Manaccan Primary School is situated in the village of Manaccan on the Lizard peninsula in Cornwall. The school serves a rural community with pupils coming from a wide range of socio-economic backgrounds. There are 29 pupils on roll, with 17 boys and 12 girls. There are no part-time pupils. At the time of the inspection, there was one child under five and only four pupils in Key Stage 1.

2. There are twelve pupils (41 per cent) on the school's register of special educational needs, which is above the national average. Two pupils have statements of special educational need. Two pupils (seven per cent) are entitled to free school meals, which is below the national average. There is one pupil for whom English is an additional language.

3. At the time of the inspection, the school was in the middle of a major building programme, which is to provide indoor toilets, office accommodation and a staffroom.

4. The school's aims are:

- To provide a warm, caring environment in which every child feels happy and secure.
- To develop in each child confidence, high self-esteem, and independence.
- To provide a broad and balanced, differentiated curriculum, which motivates each child to reach his/her full potential.
- To promote high standards in all that we do.
- To foster in each child a love of learning.
- To develop children who are well-mannered and who show a sense of caring towards others.
- To have fun.

5. The school's current aims are:

- To implement and resource the National Numeracy Strategy.
- To build links with parents and establish the home/school agreement.
- To continue to develop information and communication technology.
- To develop pre-school links.
- To continue to work with cluster schools.

6.

Key indicators

Results of National Curriculum assessments for Key Stage 1 and Key Stage 2 do not appear under this heading because the school exercised its right not to publish scores. This was due to the small number of pupils in each year group.

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:	Authorised Absence	School	% 4.7
		National comparative data	5.7
	Unauthorised Absence	School	0.2
		National comparative data	0.5

Exclusions

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

Quality of teaching

Percentage of teaching observed which is:		%
	Very good or better	14
	Satisfactory or better	100
	Less than satisfactory	0

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

7. By the end of Key Stage 2, standards in English and science are above average. In mathematics, standards are average. In information technology standards are below national expectations. Standards in religious education meet the expectations of the locally agreed syllabus. In art, design and technology, geography, history, music and physical education, pupils achieve standards, which are expected for pupils of this age.

8. Progress in English, information technology and art is good throughout the school. In mathematics and music progress is good in Key Stage 2. In the remaining subjects at both key stages, progress is satisfactory. Pupils make good progress in applying their literacy skills across the curriculum. Pupils with special educational needs make good progress as measured against the targets set in their individual education plans.

9. In English, standards in speaking and listening are good. Pupils develop good listening skills in lessons and through listening to visitors: for example during assemblies. They speak clearly and confidently. In literacy, pupils' reading skills are good. They talk with confidence about the plot and characters. Pupils read with good expression. Library and reference skills are developed well. In writing, pupils show good command of spelling, grammar and punctuation. They apply these skills particularly when writing in other subjects, notably history and religious education. The quality of poetry writing is impressive.

10. In mathematics, pupils have a greater awareness of number patterns and use them in their own working. They recognise and name a broad range of shapes and estimate and measure with increasing accuracy.

11. In science, most pupils know the importance of a fair test and how to plan investigations for themselves. From evidence contained in written examples of work, it is clear pupils are developing skills in drawing conclusions from experiments and investigations.

12. In information technology, by the end of Key Stage 2, pupils confidently use computers to write, change, save and print out their work with some help. Until recently, they have used a limited range of software to support work in other areas, such as for mathematics consolidation.

13. Progress in religious education is satisfactory. Pupils show a secure understanding of the main events and people from the Old Testament, including Adam and Eve, and Joseph. They develop a good awareness of other religions and their festivals, including the Hindu festival of Diwali.

14. The school has very small numbers within each year group which, in turn, are affected by variations in the number of pupils within each year that are on the school's register of special educational needs. Taking this into consideration, inspection evidence is consistent with the school having set realistic and achievable targets for pupils' future performance.

Attitudes, behaviour and personal development

15. Pupils' attitudes to their work are good, as was the case at the time of the previous inspection. Pupils' responses to their lessons are good. They show interest in their work and concentrate throughout. Pupils are confident and keen to answer questions. They respond well to challenge, as for instance in a Key Stage 2 art lesson, in which pupils were painting pictures of a chair using one colour only and focusing on the object's shape. All pupils, including the youngest in Key Stage 1, co-operate well, select and share resources and get on with their work without the need for close supervision. Presentation is good; pupils show pride in the quality of the finished product. Pupils use their handwriting skills well across the whole curriculum.

16. Behaviour at the time of the last inspection was good and this remains the case. There have been no exclusions over the preceding year. Half of the parents responding to the pre-inspection questionnaire considered that there were behaviour problems in the school (although it has to be recognised that only 6 parents returned their questionnaires). Inspection evidence does not support this view. Pupils are polite and helpful to visitors, and relaxed though respectful with teachers and other adults in school. They move about the school in an orderly fashion - a particularly important matter whilst the school undergoes extensive building work. Pupils are aware of the school's behavioural requirements, such as putting a hand up before speaking. They know and follow the school's daily routines. On arrival in the morning, they take their seats and start to prepare for the day in a businesslike fashion. Lunch is a pleasant orderly occasion, preceded by Grace, to which all listen appropriately. Play, although confined to the hall on a wet day, was co-operative. Pupils got out toys and games which they shared amicably, both sexes and all ages mixing together well in a natural, unforced family atmosphere. School resources are handled carefully and school premises respected.

17. Relationships, as at the last inspection, are good. In keeping with the school's family atmosphere, pupils support and help each other. Teachers treat pupils with respect, as individuals and the atmosphere in classes is warm and supportive. Relationships between pupils and support staff are particularly good. Pupils from minority groups and with special educational needs are fully integrated into the life of the school.

18. Pupils' personal development is good. Pupils talk about their work and their school in a sensible and mature fashion. Older pupils have duties in connection with the running of the school such as setting out the hall for lunch, sitting with and helping young children, and sweeping up afterwards. Pupils spontaneously volunteer to help: for example in washing up and clearing away after art lessons. Pupils of all ages and both genders mix amicably, in keeping with the family atmosphere engendered in this very small school. Pupils contribute to the local community by engaging in charity fund-raising and putting on drama and music performances in the church and village hall. Pupils spoken to during the inspection were aware of multicultural issues.

Attendance

19. Pupils' attendance is good. At 95.3 per cent, attendance is above the average for schools of this type. Unauthorised absence, at 0.2 per cent is below average. Registration is carried out efficiently and lessons make a prompt start. Registers are correctly maintained. Pupils are punctual in their arrival at school.

QUALITY OF EDUCATION PROVIDED

Teaching

20. The previous inspection judged the quality of teaching to be 'sound and often good'.

Strengths were identified in:

- Excellent relationships.
- A warm and caring learning environment.
- Teachers knowing pupils well.
- Appropriate expectations.
- Challenging work, well matched to ability.
- Encouragement of pupils.
- Classroom management.

Weaknesses were identified in:

- Planning that focused more on content and activities rather than on 'learning objectives'.

21. Inspection findings are that teaching is good overall and a strength of the school. It makes a positive contribution to the standards achieved. The positive features from the previous inspection have been maintained and teachers' planning has improved, although some shortcomings remain, particularly in science and the humanities. There is insufficient planning in this area to meet the individual needs of pupils in relation to age and ability.

22. During the inspection, the quality of teaching was very good in 14 per cent of lessons, good in 50 per cent and satisfactory in the remaining 36 per cent. Examples of very good teaching were seen in literacy and music. Examples of good teaching were observed in literacy, mathematics, science, art, design and technology and French.

23. The teaching of the under fives is good. Teachers understand the needs of these children well. Good and effective use is made of the nursery nurse and support staff to develop children's knowledge, skills and understanding. Resources are used well to support children's learning.

24. The teaching of pupils with special educational needs is good. Individual education plans are well written and contain clear, achievable targets. Effective use is made of support staff to help pupils in their learning, which contributes to the good progress made.

25. The teaching of literacy is good. For literacy lessons, the school has made the decision to group pupils on the basis of their prior attainment and this is making a strong contribution to the standards achieved and good progress. A particular strength of teaching is that pupils are given good opportunities to apply their skills, particularly in writing. In numeracy, the quality of teaching is good. Teachers have a clear focus on the mathematics they are teaching and lessons are well prepared.

26. In the best lessons, teachers show good subject knowledge, which they pass on to pupils with interest and enthusiasm. This is particularly evident in the range and quality of poetry writing in the school. Lessons begin with a good introduction in which pupils are challenged to think: for example in a literacy lesson where the teacher asked, "Who can pick out a phrase which best describes this setting?" Pupils are given good reminders as to the focus of the lesson when working individually or in groups: for example "Remember to use adjectives in your own writing."

27. Relationships are good and teachers know their pupils well. The management and organisation of group work is good: for example where a support teacher is used to teach spreadsheet skills, whilst the class teacher focuses on teaching suffixes to the rest of the class. Teachers make effective use of resources, including the use of artefacts from the Hindu religion, which contributes well to pupils' understanding of different faiths. In geography, well prepared sketch maps contributed well to pupils matching photographs of landscape features to their map location.

28. Marking is mainly good, with many examples of constructive comments to help pupils move forward with their learning. However, some work is just ticked and there are occasions when the efforts of pupils goes unnoticed: for example in writing in religious education. The use of day-to-day assessment is good. From their observations of pupils and from the marking of pupils' work, amendments are made to curriculum planning. Teachers make satisfactory use of homework to support pupils' learning.

The curriculum and assessment

29. The school has made good progress since the last inspection in the review and writing of policies to support the delivery of subjects and curriculum. It has made less progress in providing more detail to help with specific learning objectives for different capabilities of pupils.

30. The school provides a curriculum that is broad and balanced. It conforms to the statutory requirements and includes all subjects of the National Curriculum and religious education. Subjects, including swimming are given sufficient taught time. The curriculum is effective in promoting the physical and spiritual development of pupils. It mostly ensures equality of opportunity. However, there are occasions when younger pupils in each key stage are required to work on programmes of study designed for an older age group. This impedes the progress some of these pupils are able to make. For example, younger pupils in Key Stage 2 were required to work out the economic and social implications of damming a river using criteria which were too complicated for all but a few to understand.

31. The curriculum for the under fives is well planned and implemented so that all the desirable learning outcomes are covered successfully. The broad curriculum prepares pupils satisfactorily for the next stage in their education.

32. The school complies with its obligations relating to the identification of pupils having special educational needs, and in ensuring equality of opportunity for pupils' access to the curriculum and to its associated resources. There is a helpful special educational needs policy that informs on provision.

33. School policy documents are in place for all areas of the curriculum and schemes of work provide well for the development of skills, knowledge and understanding as pupils move up through the school. This is a big improvement since the last inspection. Teachers work together across the key stages to identify the focus in each subject area and to adapt published schemes to match pupils' needs.

34. Medium term plans show each subject area to be taught in sufficient detail identifying activities and ensuring equal opportunities across the year group. These plans are collectively monitored to ensure coverage of the curriculum. However, teachers do not always identify the progression of skills or highlight assessment opportunities sufficiently.

35. The literacy hour has been implemented well, resulting in good standards. Due to major building alterations and difficulty in organising resources, the National Numeracy Strategy has not been introduced across the school. However, frequent occasions for pupils to learn and practise number skills are made. Through topic based work, there are suitable programmes for health education, personal and social education, including sex education and about the misuse of drugs.

36. A satisfactory range of extracurricular activities enriches the curriculum. These, such as a computer club, are well supported and represent a significant part of the life of the school. Competitive sports, athletics and musical activities are included. Day visits linked to the curriculum, and residential visits for Key Stage 2, provide useful extensions to the curriculum. Boys and girls have equal access to the curriculum.

37. Both formal and informal assessment procedures are in place for pupils of all ages. A baseline assessment scheme supports teacher assessments to help them plan to meet the needs of individual children in reception. National Federation for Educational Research tests in reading, spelling, mathematics, statutory national assessments and internal tests are used with a view to gauging the needs of individuals. They help to identify pupils needing extra help, diagnose their problems and for all pupils, to plan the following year's work. Individual targets are established. However, the use of assessment, for example through marking of pupils' work, to inform day-to-day planning, is not yet sufficiently consistent across the school. Records of pupils' attainment against the National Curriculum level descriptors are completed regularly and are sufficiently detailed to be of value in planning.

38. Representative pieces of pupils' work are kept in individual pupil profiles and matched against National Curriculum levels, but annotation of pupils' work on a day to day rate is inconsistent and the value of the system is variable. Whilst teachers know their pupils well, written assessment overall, does not give as clear a picture as it might of each pupil's progress over time or of the impact of current provision.

Pupils spiritual, moral, social and cultural development

39. The school makes good provision for the spiritual development of its pupils. This is effectively supported through assemblies and religious education lessons, which are well planned and follow relevant themes. Assemblies meet statutory requirements, and make a good contribution to spiritual and moral development. Often, they are followed up with thoughtful discussions. Time is allowed for reflection, not only in assemblies and religious education lessons, but in many other lessons, where plenary sessions enable pupils to consider what has been achieved. This aspect has improved since the last inspection. Pupils understand the reason behind celebrations in Christianity, Judaism and Hinduism. They are encouraged to explore their own thoughts in many subjects of the curriculum. For example, they write about their feelings in literacy and they talk about how music stimulates emotions. They show a sense of wonder. For example, in investigating static electricity in science, or, in history, finding out about how mummification was done by the Ancient Egyptians.

40. Provision for pupils' moral development is good. There is a firm moral code based on an ethos which promotes politeness, consideration and looking after everyone and everything, and is included in the school aims. Pupils are taught the difference between right and wrong, and this is mostly effective. Expectations of behaviour are consistent, which maintains good order.

41. The school makes good provision for pupils' social development. There is good early years provision whereby children begin to be socially independent. The quality of relationships is very good throughout the school, and teachers and other adults set a good example. Pupils are encouraged to participate in discussions, and teachers value their contributions. Co-operation is encouraged by working in pairs or small groups, and older pupils help the younger ones at breaktimes. Pupils are helped to develop a sense of citizenship by taking part in a number of community events and by raising money for less fortunate people. Often, pupils are given responsibilities such as clearing up after their work. After school clubs, residential visits and competition with other schools, all provide opportunities for pupils to work and play together and to develop the principles of fair play and self discipline.

42. Good provision is made for pupils to study and appreciate their own culture through art, literature, topic work, music and physical education. For example, pupils paint in the style of well-known artists; they listen to and appreciate a broad variety of music. They take part in traditional games and dances, and visit places of historical and geographical interest. There is considerable artistic expertise in the school and pupils benefit from this. Wider cultural links are made through a close association with the local church and learning about faiths from other cultures. However, non-western influences and ethnic difference are not explored as much as they could be.

Support, guidance and pupils welfare

43. The school's provisions for supporting and guiding pupils and promoting their welfare are good, as was the case at the time of the previous inspection.

44. There are good procedures for monitoring pupils' progress and personal development. Each pupil has a personal portfolio, which tracks his or her progress in the core subjects of the National Curriculum. In addition, there are reading records and a homework record, and pupils are given termly literacy targets. These records serve to reinforce the strong commitment and responsiveness of the staff to promoting pupil welfare. Personal development is promoted informally, by virtue of the very small size of the school and the high quality of relationships between staff and pupils. Each pupil is well known to all staff. Pupils with special educational needs are well supported, by outside agencies as well as staff. Two-thirds of the respondents to the pre-inspection questionnaire were unable to agree that the school's values and attitudes had a positive effect upon their children. As has already been observed, there were only six responses out of 29 questionnaires issued; parental discontent was focused upon one particular issue. The evidence of the inspection is that the school gives a high priority to the well-being of all its pupils.

45. Procedures for monitoring and promoting discipline and good behaviour are good. The behaviour policy, which was sent to parents for comment, is simple, basic and appropriate for a small school. It seeks to promote positive behaviour by praise rather than a complex hierarchy of sanctions and rewards. Good conduct, work and effort are celebrated at a weekly assembly. Pupils spoken to during the inspection said that staff treated them fairly and that bullying was rare. When it occurs, it is dealt with directly by the headteacher. Parents are involved if the matter is regarded as serious. Pupils have the opportunity to address such matters in class discussions and assemblies.

46. There are satisfactory arrangements for monitoring and promoting good attendance. Registers are correctly maintained and examined and, in the event of unsatisfactory attendance, an education welfare officer is available. The school reminds parents of the need for punctuality and of the undesirability of taking family holidays in term-time. The latter is not a significant problem in the school.

47. Procedures for child protection and for promoting pupils' well-being, health and safety, are satisfactory. The headteacher is the designated person for child protection purposes. All staff, including support staff, are aware of the matter and there are good links with other statutory agencies through the education welfare officer. Parent volunteers are checked for relevant convictions and a community police officer visits the school to talk about 'stranger-danger'. The governing body has ratified a health and safety policy and a governor has responsibility for the matter. The premises are inspected regularly. Contracts are in place for the safety inspection of electrical items, fire equipment and physical education and play apparatus. Fire drills are held termly. Four of the school's staff have current first-aid certificates. Records are kept of treatments and, in the case of accidents to the head, notes are sent to parents. The school is prepared to administer prescribed medicines if necessary. At the time of the inspection, major building work with its attendant hazards was taking place. However, the good pupil management of the staff and the innate common sense of the children minimised the risks. The unfenced bank between the school grounds and the neighbouring derelict yard and the steep, stepped main entrance to the school playground constitute health and safety hazards. However, funding is in place to address this issue once the building work has been completed.

Partnership with parents and the community

48. The school's provisions for seeking partnership with parents and the community are good, as was reported at the time of the previous inspection. There are tensions between a minority of parents and the school over one specific issue. That has led to strained relations between the school and a small number of parents. However, the difficulties caused by this one issue, which are irreconcilable, do not negate the procedures for communicating with and involving parents. The school has made determined efforts to resolve this issue.

49. Information for parents is good. The school prospectus is comprehensive and informative, as is the governing body's annual report. Parents receive weekly newsletters, on the same day each week. These are couched in chatty, parent-friendly language. Pupils' annual reports are clear, precise and evaluative, giving parents an indication of their children's attainment in terms of National Curriculum levels. Parents are given the opportunity to comment. Although pupils have targets, these are not discussed in pupil reports. Reports meet statutory requirements. At present, parents have one formal consultation meeting with teachers. Parents attending the pre-inspection meeting considered that they could approach the school to discuss problems.

50. There are good provisions for seeking to secure parental involvement in children's learning. Parent volunteers are invited to help in class with hearing readers; in such a small school, the scope for parental help in class is clearly limited and the present building work adds to the difficulties. Parents help with transport to sporting events. There is a 'Friends' organisation, which organises fundraising events. Pupils benefit directly from their efforts as the 'Friends Association' meets the cost of transport to swimming classes. The school sees homework as a valuable home-school link, although some parents attending the pre-inspection meeting were unclear as to the school's requirements for homework. School policies such as the homework and behaviour policies and the home-school agreement were sent to parents for comment. All pupils have home-school reading diaries and homework record books; these records form a valuable channel for home-school dialogue.

51. Enrichment through links with the community is good. Pupils' personal development is enhanced by their taking part in drama productions in the village hall and in competitive sport with other small neighbouring schools. Personal development is further promoted by visits, including residential visits, to local outdoor activity centres. There are good links with both church and chapel locally - both the vicar and the Methodist minister visit the school to take assemblies. Pupils attend the village church for services at the main Christian festivals and for school leavers. Pupils use the church as a historical artefact in support of history and religious education and they have made a considerable contribution to creating the children's corner in the church. Curricular provision for art and information technology is augmented by regular visits from a local potter and a computer consultant. The local librarian visits in support of book week. Pupils' knowledge of society is developed by visits from speakers: Barnardo's and the RSPCA. There are effective links with other small primary schools and with other stages of education. There are strong links with the village pre-school group which meets in the school hall and good liaison between the school and the comprehensive to which pupils transfer in Year 7. The head of the comprehensive's lower school visits to talk to pupils and pupils attend an activities day at the school before they transfer.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

52. The school has a clear set of aims, values and policies that are successfully reflected in its day-to-day life. In line with its stated aims, it has established a positive and caring ethos, which supports and promotes pupils' learning well. It provides sufficiently for most of the needs of all its pupils including equality of access to a broad curriculum and related activities.

53. The headteacher has a clear vision. Along with very supportive staff and governors she has set the school on a path to improvement. Actions, based on recommendations stated in the last inspection have been successful in delivering good development. All issues, apart from not providing sufficient detail in some lesson plans to help pupils of all capabilities, have been accomplished.

54. Day-to-day management and organisation of the school are good. Some parents have expressed discontent in the way special educational needs is handled and communication about strategies to help all pupils, which has led to some misunderstandings. However, parents can be reassured that good practice and consideration for all pupils is present in the school's management. Written communication, regarding most aspects of school life is regular and informative. This aspect of management has a positive effect on pupils' achievement and is appreciated by most parents. Sufficient information to explain developments in the curriculum, such as the current national strategies for literacy, is made.

55. Staff have specific management roles. They monitor and evaluate the planning for provision and outcomes of the subjects for which they are responsible. Regular meetings are held to discuss progress and to set targets for the future.

56. There is regular and productive communication between the school and governors. Committees, each having appropriate terms of management, are effective in taking decisions and establishing value. However, the criteria by which success can be measured is not always clearly written in development plans, but the school is committed to raising standards. To this end, individual governors are linked with important aspects such as special educational needs and curriculum, resulting in appropriate monitoring.

57. The provision of in-service training associated with the plan's targets is satisfactory and includes emphasis on the outcomes from teacher and staff appraisal and agreed personal development.

58. The school produces good quality documents for its brochure and published annual report to parents. Governors comply with all statutory duties, apart from making and publishing the required statements about how the school manages pupils with disabilities.

59. The governing body complies with its obligations relating to the identification of pupils having special educational needs, and in ensuring equality of opportunity for pupils' access to the curriculum and to its associated resources. There is a helpful policy for pupils with special educational needs that informs on provision, and which conforms to the requirements of the Code of Practice.¹ Special educational needs is managed well by the co-ordinator, who advises parents and teachers as well as supporting the writing and usefulness of pupils' individual education plans. The school takes full advantage of expert support services.

60. The school is successful in providing good quality of teaching. Parents are pleased with the ethos of the school and clearly support its overall aims and values. There is a good base from which to move forward and the school is sufficiently well placed to make further improvements and meet its targets.

Staffing, accommodation and learning resources

61. The school has a good number of qualified staff who meet the needs of the curriculum within a small village primary school. In addition to the headteacher, class teacher and headteacher's relief, staff are appointed to teach music and information technology. Appraisal is in place and meets statutory requirements. Opportunities for in-service training are good and reflect training needs identified in the school improvement plan. There is a good number of appropriately-trained and qualified support staff, including a nursery nurse for the under fives.

62. The accommodation is satisfactory. At the time of the inspection, the school was in the middle of a major rebuilding programme, which is providing indoor toilets, a new administration office, headteacher's room, and staffroom. In addition to the main building, there is a temporary classroom for the older pupils. There is adequate space for pupils outdoors, including provision for outdoor play for the under fives. For a small village school, it benefits from having an adequate 'hall space' in which assemblies and physical education lessons take place. In addition, the school has access to a good playing field, with tennis courts, netball courts and a changing pavilion, with showering facilities; this makes a good contribution to physical education and extracurricular activities.

63. Overall resources are satisfactory, including those for the under fives. The library is adequate and suitably stocked for a school of this size. A good range of new information technology hardware, including access to the Internet, is beginning to raise standards in the subject. The school has managed remarkably well to store and use resources during the difficult period of remodelling.

The efficiency of the school

¹ Code of Practice - this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

64. The school's finances are efficiently managed. Money raised through the 'Friends Association', and school initiatives contributes well to increased resources for the school. For example, the imaginative provision of new computer resources using government grants represents very good value. Funding for pupils with special educational needs has been used appropriately to sustain good support of staff and resources. Teachers have benefitted well from the in-service training they have received. The appropriate charging and remissions policy follows local education authority guidelines.

65. Governors ensure the projected annual income and expenditure is sufficiently linked to the short-term development planning of the school. Priorities for the year are identified appropriately but criteria for the success of each is not always clear which makes it difficult to judge if a project was helpful in raising standards. Governors anticipate a small contingency to carry over to the following year and are working hard to encourage a rise in pupil numbers and associated funds. The amount spent on resources is average when compared to similar schools nationally. All staff are deployed well. The Victorian buildings are being imaginatively altered to provide an improved working environment. Accommodation is in a good state of repair. Expenditure has continued to be carefully monitored by the governors since the previous inspection. The most recent auditor's report indicates that finances are efficiently managed and governors have responded promptly to the recommendations raised.

66. The school has higher than average unit costs due to the low numbers on roll. A good quality of teaching is provided. Most pupils are making good progress as they move through the school particularly in English and information technology. Pupils display good behaviour. There is a lower than average socio-economic factor and higher than average percentage of special educational needs in the school, but average to good standards are reached in most subjects, including literacy and numeracy, by the time pupils leave. The school gives good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

Note: Because of the small number of pupils in each year group, there are no references to the results of National Curriculum assessments in the following sections, as the information is statistically unreliable. In addition, with only four pupils in Key Stage 1 judgements are made at the time pupils leave the school.

During the inspection, the school kindly provided a timetable that would allow members of the inspection team to see as many subjects being taught as possible. In making judgements in all subjects, evidence was drawn from lessons, pupils' previous work, pupils' records of achievement, discussions with pupils and staff, and a scrutiny of teachers' planning.

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

67. Arrangements for children to start in the reception class are good. Most children have had experience of the on-site provision or other pre-school group. Good links and use of the school facilities for shared activities result in these early years children, including those with other pre-school experience, settling into mainstream school very well. During the present inspection, there was only one child under the age of five and consequently attainment, progress and teaching will be reported in general terms only.

68. Children are taught alongside Key Stage 1 pupils. They receive a broad, relevant and well-planned curriculum based on the provision recommended in the document Desirable Outcomes for Children's Learning, which are in the areas of personal and social development, language and literacy, mathematics, knowledge and understanding of the world, creative and physical development.

69. Children's attainment on entry fluctuates, but over a number of different years is about that expected for their age. However, judging by other pupils now at the start of Years 1 and 2, the under fives make sound progress in the relevant areas of learning. The assessment of children's skills and understanding is used well to plan towards the first stage of the National Curriculum. The curriculum is taught through a mixture of direct teaching, teacher-initiated activity and a good range of structured activities to stimulate role-play.

70. Children respond well in lessons. They show an interest in all activities and listen well to stories and class discussions. They follow simple instructions and concentrate for expected periods of time. Break times and lunch times help children's social development, as they grow accustomed to being part of a larger community. The behaviour of the children is good and they are developing a firm understanding of right and wrong.

71. Children listen attentively to stories and understand that print and illustrations convey meaning. They are provided with a wide range of mathematical experiences. They develop the use of appropriate mathematical language.

72. Children's knowledge and understanding of the world is developed satisfactorily. They talk about their observations and record them in colourful pictures. They are encouraged to listen carefully to the teacher and respond well to a good range of questions. Aspects of technology are developed sufficiently: for example through the use of construction toys, science investigations and cooking lessons.

73. Physical development is encouraged in a good number of ways. Children are given opportunities to cut, stick, handle tools and explore a variety of materials to develop their manipulative skills. Development of gross motor skills is extended by access to an adjacent outdoor play area and large toys, as well as through swimming, gymnastics and dance using appropriate school and local facilities.

74. Children have many opportunities to draw and paint in response to a range of stimuli such as large scale portraits, and making terracotta pots.

75. Since the last inspection, the school has maintained the good curriculum provision reported, thus making a strong contribution to children's early learning experiences and attainments.

ENGLISH, MATHEMATICS AND SCIENCE

English

76. By the end of Key Stage 2, standards in English are above average and pupils, including those with special educational needs, make good progress.

77. In speaking and listening, pupils make satisfactory progress, with good progress at the end of Key Stage 2. In most lessons, pupils listen attentively, although younger pupils are not as consistently good at this as older pupils. In particular, they do not always value the opinion of other pupils. However, they listen carefully to visitors: for example in assembly. Pupils are confident in asking questions in lessons and they readily enter into conversations with visitors. Through assemblies and school presentations, they have a wide range of opportunities to speak to a larger audience.

78. Progress in reading is good. In Key Stage 1, pupils use their knowledge of letter sounds and initial blends, for example 'sh', when reading unfamiliar words. They read confidently and develop the use of expression well. By the end of Key Stage 2, pupils read fluently and with good expression. They talk confidently about the books they read and recall the plot well. They give good reasons as to why they like or dislike particular characters from a story. Pupils show good skills in predicting what will happen next in a story. Library skills are developed well. Pupils know how to locate a book in the library. Although they understand the system they do not know it is the 'Dewey' system. Pupils understand and use 'contents', 'index' and 'glossary' in their research skills. Many regularly use the mobile library or the library in nearby Helston. Pupils apply their reading skills successfully when carrying out historical research into Ancient Egypt.

79. Pupils make good progress in writing. By the end of Year 6, pupils write accurately using correct grammar, punctuation and spelling. They show a good use of paragraphs. A particular strength is the consistency with which pupils apply writing skills taught during the literacy hour to their writing across the curriculum. Pupils' creative writing is a strength of the school, with many examples of well-written stories, which hold the attention of the reader. For example, one story began, '*I opened the door to the dark black cellar and leaned over the edge. I could smell a horrible smell; it smelt like someone had left a block of cheese there for two years*'. The quality of poetry writing is impressive, with pupils having their own anthologies. There are good examples of pupils drafting and redrafting their poems and then making good and imaginative use of information technology as a means of presentation. In addition, pupils write successfully for a range of purposes, including letter writing, recipes, and instructions: for example how to make beans on toast. In history, pupils write successfully from the viewpoint of a family living in London at the time of the Great Plague.

80. Pupils take great care and pride in the presentation of their work; this is a strength. They clearly enjoy writing in all its forms. In lessons, they ask and answer questions with enthusiasm, but when asked to do so, settle quickly to group or individual activities. Pupils work well with their teachers, support staff and each other. Their very positive attitudes contribute well to the good progress made and standards achieved.

81. The quality of teaching is good and makes a significant contribution to the standards achieved. Key reading and writing skills are taught well. In literacy lessons, pupils are grouped on the basis of their prior attainment and this contributes well to good progress for all pupils. A strength of teaching is teachers' own interest and love of the subject, particularly in writing where this is clearly passed onto pupils with infectious enthusiasm. The school is using, successfully, a commercially produced scheme to support the literacy hour. Lessons proceed at a brisk pace, with pupils challenged to think and complete their tasks within the set time. Instructions are clear. Good use is made of support teachers and support staff to assist pupils in their learning.

82. The previous report judged standards to be 'good'. Inspection evidence confirms that the school is maintaining high standards, with particular strengths in the quality of pupils' writing and that the requirements of the National Curriculum are met.

Mathematics

83. The small numbers of pupils at the end of each key stage makes it difficult for a meaningful analysis of test results or to provide a useful picture of trends. Inspection findings are that attainment is in line with the national average for Year 6 pupils, but higher in mental arithmetic at this time in the school year.

84. Pupils are gaining a sound foundation of skills and understanding in all mathematical areas. Year 2 pupils are beginning to solve simple problems and are developing a confidence and competence in the recall of number facts and in explaining how they achieve answers. They handle data and interpret graphs. By the end of Year 6, pupils have a greater awareness of number patterns and use them in their own working. They recognise and name a broad range of shapes and estimate and measure with increasing accuracy. They communicate and show an understanding of mathematical vocabulary. Pupils who have special educational needs attain standards appropriate to their capabilities and targets.

85. Progress in mathematics is sound and good in mental arithmetic. Pupils consolidate their knowledge in all aspects. The ability to use appropriate mathematical language is developed from reception onwards. They are improving understanding and following of instructions and mental agility is developing well. The majority of pupils have a clear understanding of the task, which is fulfilled satisfactorily and are able and willing to ask for help when needed and apply skills to real life situations.

86. Pupils' response is good. They behave well and are courteous in lessons. Most work independently and when appropriate co-operate with others. They listen well and answer questions confidently. Some give clear explanations of their thinking. The standard of presentation of work is satisfactory throughout the school. Pupils with special educational needs are well supported.

87. The quality of teaching is good. Teachers have a clear focus on the mathematics they are teaching and lessons are well prepared. Some parents expressed concern that their children were not being provided with sufficient challenge and practice in learning multiplication tables. Although the new National Numeracy Strategy has not been implemented this term, daily mental mathematics is used across the school with very good results at the end of Key Stage 2. Clear explanations of skills and processes are given and questioning extends learning. Appropriate resources and equipment are used effectively. Specific guidance is offered and encouragement and praise is given. Where teaching is good, the pace of lessons is brisk, and planning and preparation are clearly linked to previous lessons. Enthusiasm is engendered by a lively introduction, and questioning is skilful and challenging. Good reinforcement of learning concludes lessons.

88. Teachers' planning for the different needs of pupils is mostly consistent throughout the school, and pupils are challenged sufficiently. The learning of tables is encouraged as homework, which is a good influence on learning. Mathematical skills are used and applied across the curriculum in subjects such as science and design and technology where the weighing and measuring of ingredients in cookery are good features. Individual assessment of pupils' work and records are completed and updated regularly. Individual assessment results are well analysed to be useful in future planning. The subject is sufficiently well monitored to ensure high standards in all areas of the subject and that the requirements of the National Curriculum are met. There is an adequate quantity of resources, which are used regularly, but information technology is insufficiently used for data handling and control. However, the use of computers is improving.

Science

89. At the end of Key Stage 2, attainment in science is above the national average. Most pupils, including those with special educational needs, make satisfactory progress, although sometimes this could be increased. However, this represents a continuing positive picture of attainment and progress since the last inspection. National Curriculum requirements for this subject are met.

90. Pupils in Key Stage 1 enjoy constructing electrical circuits. After investigating different components and wiring, they explain what is required to make an electrical current flow. They point out dangers of electrical appliances and installations set in an every day context, such as the home.

91. In Key Stage 2, pupils undertake similar investigations into different electrical circuits but pupils' progress is not even across this key stage. Although they make satisfactory progress in representing components as symbols on a diagram, there is insufficient variation in expectations to match the age and capabilities of all pupils. For example, younger pupils have little opportunity to gain a broad understanding, through taking apart battery driven appliances to help them build a good enough understanding of switches and circuits before undertaking worksheet questions.

92. At the end of the key stage, most pupils know the importance of a fair test and how to plan investigations for themselves. From evidence contained in written examples of work, it is clear they are developing skills in drawing conclusions from experiments and investigations. Pupils' general knowledge of the technical and scientific world around them is mainly secure.

93. Pupils enjoy science. They treat equipment and apparatus with respect. Most pupils take care in the presentation of their work. They enjoy carrying out investigations and experiments in pairs or groups, where they encourage and support each other effectively. The majority are well behaved and show keen interest.

94. Across the school, teaching is good, but there are a number of missed opportunities made by teachers. Lessons are planned sufficiently but do not always take into account the differing learning needs of pupils. Data handling, using computer programs is insufficient. Work from previous lessons is recalled clearly and teachers use this information well to assess pupils' knowledge and understanding. Marking of pupils' work is not always done to provide enough detail to stimulate further thought. Teachers have good subject knowledge. Good use is made of classroom assistants to maintain progress in pupils' learning.

95. The school has made satisfactory progress since the last inspection to provide a useful scheme of work. Teachers' yearly planning does not fully ensure that all pupils, including those with special educational needs, receive specific work to match the required programme of study. There is insufficient emphasis on developing and refining the curriculum, checking pupils' progress and assessing delivery. Pupils' attainment and progress is formally recorded satisfactorily to provide some targets for improvement. A good feature is a school portfolio of marked examples of pupils' work, which further guides teacher assessment of pupils.

96. Resources are adequate. Opportunities to develop the grounds as a valuable resource for measuring differences and similarities of the natural world are sufficiently made. Occasions for homework are made. School visits are good feature of extracurricular work that compliments this subject.

Information technology

97. Since the last inspection, the school has much improved its provision for information technology. New computers and resources, extending teacher expertise and a scheme of work, have all contributed to the development of the subject. Some changes are recent and have not had sufficient time to make impact on attainments fully.

98. Pupils at seven and by the end of Year 6, achieve levels in communicating information, operating hardware, accessing and processing data, and control, which barely matches national expectations. Whilst word processing skills are satisfactory, knowledge and application of computers for data handling and control is unsatisfactory. This weakness was identified in the last inspection. However, progress in using the new equipment is good by the end of Key Stage 2 largely due to specific teaching this term. Pupils with special educational needs progress appropriately for their capability.

99. Through the very good use of additional teaching expertise, pupils are given a good start in learning keyboard skills for basic writing activities. They are becoming aware of the use of communication technology in everyday life. Pupils explore a painting package to enhance their work, drawing and adding colour to pictures. By the end of Key Stage 2, pupils confidently use computers to write, change, save and print out their work with some help. Until recently, they have used a limited range of software to support an insufficient amount of work in other areas such as for mathematics consolidation. However, they are being introduced to more advanced programs and pupils make good attempts to design and complete a spreadsheet of information.

100. Pupils respond well to opportunities to use information technology. They are well motivated, and have positive attitudes. When organised in small groups for each computer, boys and girls work co-operatively taking turns to use the keyboard and controls. They take good care of the equipment.

101. The quality of teaching in the lessons seen was satisfactory. During the inspection, tasks were relevant and interesting. Teachers are beginning to build a sound knowledge of the use of computers and their applications and incorporate them into their planning across the curriculum. But evidence shows that hitherto insufficient planning to enable all pupils to use the hardware independently has been made.

102. Teachers' planning is beginning to identify which computer skills are to be taught and assessed. Once the new buildings are completed all computers will be efficiently linked as part of a network. Pupils' work is retained in an organised way to enable pupils to see for themselves the progress they are making. Present levels of use are sufficient to ensure that all pupils have adequate time in computer work to become independent users and cover the programmes of study. The range of software in school is good for research and reference. A positive feature is the computer club where pupils enjoy learning about the Internet as a research and communications medium, among other skills.

Religious education

103. By the end of Key Stage 2, standards meet the expectations of the locally agreed syllabus and pupils, including those with special educational needs, make satisfactory progress. Pupils applying their literacy skills well, particularly in writing their own accounts of the Easter story. There are many good examples of pupils using correct grammar, punctuation and spelling in their descriptions of, for example the major festivals of the Hindu religion. In addition, pupils' work is enhanced by their good contribution to the 'Children's Corner' in the parish church.

104. Pupils develop a good understanding of the major festivals in the Christian year. They show good knowledge of the Christmas and Easter stories. Pupils' knowledge of Old Testament stories is good. They retell in their own words, the 'Creation Story' and they know well the stories of Noah, Moses and Joseph. Pupils develop a secure understanding of other faiths, including the Hindu religion. They show satisfactory knowledge of the story of Rama and Sita and of the festival of Diwali.

105. In lessons, older pupils work hard and well and show great enthusiasm for asking and answering questions. However, younger pupils are more restless, particularly when the subject matter is too difficult for them to understand.

106. The quality of teaching is satisfactory. There are strengths in subject knowledge and in the use of high quality artefacts to bring the subject alive for pupils. Explanations and demonstrations are clear, particularly for older pupils. There are high expectations that pupils should use their literacy skills in their writing. However, for younger pupils the work is often too difficult because the subject matter has not been sufficiently adapted to meet their needs. This results in poor concentration and lack of progress. The quality of marking is inconsistent and some high quality work, which was seen in the pupils' records of achievement, appears not to have been marked at all.

107. The previous inspection report judged that, 'standards of achievement in the infants and juniors are in line with the national expectation and often good'. Current inspection findings are judged against the requirements of the locally agreed syllabus, as there are no national expectations for religious education. Inspection findings show that the school is maintaining satisfactory standards.

OTHER SUBJECTS OR COURSES

Art

108. Scrutiny of pupils' previous work, and lessons indicates that pupils throughout the school, including those with special educational needs, are making good progress.

109. At the end of Key Stage 2, pupils have had plenty of opportunity to draw and paint with a range of materials and in a variety of styles. For example, they boldly paint colourful pictures of swimming pools after being inspired by examples of work by Hockney. Other work includes sensitively observed pencil drawings. Pupils manipulate terracotta confidently to produce funeral urns based on a historical study of Egyptian artefacts. The high quality of finish and evenness of the clay shows that expert teaching has been very well interpreted and applied by pupils. Profiles of special educational needs and other pupils' work show that some good use is made of computers to paint and print pictures.

110. Each pupil uses a sketchbook so there is a good visual record of progress made. Attractive displays around the school and pictures in workbooks associated with literacy, history, geography, science and religious education, show that pupils use their artistic skills well to support other subjects of the curriculum.

111. Pupils are enthusiastic and show good attitudes to art, taking pride in the finished article. They take care and show consideration by making suggestions and being supportive of one another. For example, when undertaking paintings where they are required to concentrate on shapes in between objects they discuss how they might accomplish the work. They respect the resources and are aware of not wasting them.

112. Teaching is good. Some expertise is of a very high quality. Teachers introduce and use a variety of resources and methods to maintain pupils' interest and extend skills. For example, in learning about perspective drawing. Sketches show that pupils know of the importance of vanishing points, and apply newly acquired techniques well.

113. Since the last inspection, good progress has been made in the quality of the curriculum and its policy. There are adequate resources for art, including information technology programs, and good use is made of visits to galleries and artists in residence.

Design and technology

114. Across the school and pupils' capabilities, progress is satisfactory. Pupils of all ages develop sound skills of cutting, gluing and assembling a variety of materials. They identify problems and fold and join accurately. Pupils in Key Stage 1 make good progress in designing wrapping paper and making boxes to carry mince pies they have cooked. This emphasis on making skills is a good feature across the school, but there is insufficient evidence of pupils applying more than a hit or miss approach in reviewing and adjusting original plans. Good manipulative skills are continued across Key Stage 2. Ideas based on a history project show that satisfactory designs are made of windmills, clocks and mechanical toys. Evaluation remains under emphasised.

115. The majority of pupils work well practically, sharing resources and taking an interest and helping in the efforts of others. For example, helping each other to measure and cut wooden frames. Pupils talk confidently about their work. They enjoy a range of activities when designing and making objects.

116. Teaching is good. Lessons are planned well and resources and tools are ready to be used. Good teaching ensures that pupils making skills are developing but insufficient time is given for them to reflect on their finished design and constructions, and suggest improvements. Where pupils are reproducing copies of a finished design by the teacher there is little of the pupils' design skill employed. There are too few opportunities for pupils to use their initiative and to express their interpretation of the subject in their own way.

117. The strength of the subject is when the tasks are well integrated into themes and topics. Since the last inspection, a scheme of work has been implemented ensuring pupils have the opportunity of working with mechanisms, food, textiles and structures, taking care to cover most aspects of the programmes of study.

Geography and history

118. By the end of Key Stage 2, standards meet expectations for pupils of this age and progress, including that for pupils with special educational needs, is satisfactory. Pupils make good use of their literacy skills in reading as part of geographical and historical research. In addition, writing skills are used well in accounts of day-to-day life in Ancient Egypt.

119. Pupils develop a secure understanding of the immediate locality and they match well photographs of local landscape features to their correct location on sketch maps. They show a good knowledge of the journey of a river and label correctly key features, including 'source', 'meander' and 'tributary'. They understand why and how dams are built.

120. In history, pupils understand the importance of chronology through studying timelines: for example of the period from 3000BC to the time of Cleopatra. They carry out good individual research into Ancient Egypt and write good accounts of Tutankhamen, The Valley of the Kings, the Egyptian army and clothes and fashion.

121. From the evidence of pupils' past work, pupils clearly take great pride and care in the presentation of their work. Maps, charts, diagrams and results of research are often presented with the greatest possible care. However, in the lessons observed, pupils found it difficult to settle to tasks and their involvement was spasmodic.

122. In the lessons observed, teaching was satisfactory. There are strengths in subject knowledge and in the preparation of resources, including some very high quality sketch maps and the use of a weekend to take photographs of key landscape features of the locality. However, the same theme is taught across the school and there is not always sufficient separate planning of tasks and activities to meet the needs of all the abilities and age groups represented in each class.

123. The school has maintained the standards from the last inspection, with good evidence that literacy skills are being used well in both subjects.

Modern foreign languages – French

124. The subject is taught throughout the school. Across the age range, progress is satisfactory. Pupils are developing a good vocabulary and understand many useful phrases. At the end of Key Stage 2, they are beginning to hold elementary conversations with each other.

125. Much of the language is taught through songs and games. Pupils willingly join in with action songs or answer questions about parts of their bodies with satisfactory accents. Older pupils in Key Stage 2 are confident. They count to twenty and are beginning to understand words of movement and answer simple questions or react to commands.

126. Teaching is good. It is based on appropriate expertise and purpose which results in most pupils progressing further in knowledge and understanding of both spoken and written French than is normally expected for the primary phase of education. The school organises visits to France on a biannual basis.

Music

127. Most pupils throughout the school, including those with special educational needs, make good progress in most aspects of music. All pupils in Key Stage 2 learn the recorder and together with those who take advantage of extracurricular opportunities and attend guitar and woodwind lessons, they show skills in advance of those normally expected for pupils of their age. In Key Stage 1, singing lacks volume and conviction, but pupils keep in time and in tune. They clap simple rhythms, and put actions to songs at the correct time. At the end of Key Stage 2, pupils' singing in assembly lacks enthusiasm. However, in lessons pupils have a satisfactory understanding of pitch, duration, dynamics and tempo, and begin to compose their own music reading correct musical notation.

128. Pupils' response is good. Pupils are attentive and enthusiastic. They are well motivated by good teaching and thoroughly enjoy lessons.

129. All teaching, including instrumental accompaniment and individual tuition is very good. For example, pupils in Key Stage 2 made good progress successfully beating out three note chords on a wide range of glockenspiels, guided by the expertise and patience of the teacher.

130. There are good opportunities to perform, ranging from in class, assemblies and concerts for parents. Recorder playing in assemblies is particularly effective, with pupils playing hymns as well as music for entry and exit. Good cross-curricular links are made and the singing of number and other songs provides good support in mathematics and French.

131. Although assessment opportunities are identified, little formal assessment takes place. Resources are supplemented by the use of high quality instruments brought by the visiting music teacher.

Physical education

132. During the inspection, lessons were observed in gymnastics and swimming. However, during the school year, pupils receive a full physical education curriculum, including outdoor games, dance and outdoor pursuits. By the end of Key Stage 2, pupils achieve standards which meet expectations for their ages. Pupils, including those with special educational needs, make satisfactory progress. By the end of Year 6, all pupils meet the national expectation of being able to swim 25 metres unaided, with some able to swim 1,500 metres.

133. In gymnastics, pupils understand the importance of regular exercise in order to keep their bodies fit and healthy. They know the importance of a warm-up and cool-down at the start and end of lessons. Pupils show a good awareness of space. They are confident when working on apparatus, including the climbing frame where they perform sequences high off the ground with skill and safety. In sequences, pupils move well from different positions: for example from 'squat' to 'stretched'. They hold 'moments of stillness' well, particularly when performing balances. Pupils apply floorwork skills successfully to sequences on the apparatus.

134. Pupils work well in lessons, although noise levels are often high, particularly with younger pupils. However, they know the importance of stopping their activities when the teacher says “Freeze”. There are good examples of pupils working well in pairs: for example when performing balances and counter balances. Whilst pupils are confident in performing their sequences to the class, the rest of the class do not always watch or value the performances.

135. The quality of teaching is satisfactory. There are strengths in subject knowledge and in the management and organisation of apparatus in an adequate, but tight space. There is a strong emphasis on activity, with good warm-ups. In lessons, pupils are supported well individually in terms of improving skills and technique. However, there is a tendency to allow too high a level of noise, which poses a potential risk to pupils’ health and safety.

136. The physical education curriculum is enriched by a good range of extracurricular provision. Pupils have the opportunity to take part in football, cross-country, athletics and tennis clubs. In cross-country running, football and athletics, there are opportunities for pupils to take part in competitive matches at cluster and county level. At the ‘Summer Camp’ for all pupils in Key Stage 2, pupils take part in abseiling, sailing and orienteering. The camp is held at one of the local education authority centres.

137. The school has maintained the standards and provision from the last inspection.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

138. The team consisted of three inspectors, including a lay inspector. The inspection was carried out in the school week commencing Monday, December 6h 1999, and covered an aggregate of six days of observation and interviews. Before the inspection, members of the team attended a meeting of the parents to discuss inspection issues and to hear the views of the nineteen parents who attended. An analysis was made of the six questionnaires returned by parents. During the course of the inspection, the team observed 22 lessons or parts of lessons and covered registration periods and assemblies. A total of 26 hours was spent on gathering evidence.

139. A 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 four 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.

140.

DATA AND INDICATORS

Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	29	2	12	2

Teachers and classes

Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent):	2.2
Number of pupils per qualified teacher:	14

Education support staff (YR – Y6)

Total number of education support staff:	3
Total aggregate hours worked each week:	52

Average class size:	15
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Financial data

Financial year:	98/99
	£
Total Income	97,788
Total Expenditure	91,258
Expenditure per pupil	2,535
Balance brought forward from previous year	937
Balance carried forward to next year	7,467

PARENTAL SURVEY

Number of questionnaires sent out: 29
 Number of questionnaires returned: 6

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	33	33	17	0	17
I would find it easy to approach the school with questions or problems to do with my child(ren)	17	17	0	17	49
The school handles complaints from parents well	0	17	17	0	66
The school gives me a clear understanding of what is taught	32	17	17	17	17
The school keeps me well informed about my child(ren)'s progress	33	17	33	17	0
The school enables my child(ren) to achieve a good standard of work	32	17	17	17	17
The school encourages children to get involved in more than just their daily lessons	33	33	17	17	0
I am satisfied with the work that my child(ren) is/are expected to do at home	17	17	0	49	17
The school's values and attitudes have a positive effect on my child(ren)	17	0	17	33	33
The school achieves high standards of good behaviour	0	33	17	33	17
My child(ren) like(s) their school	17	49	17	0	17

