

INSPECTION REPORT

**Lewannick C P School
Lewannick**

LEA Area: Cornwall

Unique Reference Number: 111932

Inspection Number: 182584

Headteacher: Mr J Caudle

Reporting inspector: Mr J Palk

Dates of inspection: 1 - 4 November 1999

Under OFSTED contract number: 707101

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
Type of control:	County
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
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Appropriate authority:	Governing body
Name of Chair of Governors:	Mrs Barbara Sleep
Date of previous inspection:	May 1996

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Jean McKay, Lay Inspector		Attendance Support, guidance and pupils' welfare Partnership with parents and the community
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MAIN FINDINGS

What the school does well

- The teaching is good in nearly three-quarters of lessons and pupils make good progress in most lessons.
- In reading, mathematics and science pupils demonstrate high standards.
- Pupils are confident and listen well to others.
- The support for those with special educational needs is very good and they make good progress in reading and writing.
- Pupils are very well behaved and their attitude to learning is very good.
- The school is very well supported by the parents and the business community.

Where the school has weaknesses

- I. Standards in writing at the end of Key Stage 1 are below average and not enough attention is given to the marking of punctuation and grammar in this key stage.
- II. Pupils achieve below expectations in the control and monitoring aspect of information technology at the end of Key Stage 2.
- III. Statutory requirements are not met in the governors' annual report to parents.

The strengths outweigh the weaknesses. The weaknesses will form the basis of the governors' action plan which will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

The school has successfully addressed all of the issues from the last inspection in 1996 and the school has improved. Standards in mental arithmetic have risen and written work is of a better standard. Schemes of work are in place for all subjects and the planning and teaching is now monitored regularly by the headteacher and co-ordinators. More demanding work is provided for higher attaining pupils in English and mathematics and they reach their potential. Very strong links have been forged with business and enterprise. The provision for spiritual development is now satisfactory. The school has set targets to help pupils do better at National Curriculum writing tests at Key Stage 1. It is well placed to make further improvements and to meet its targets.

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	A	A		
Mathematics	B	C		
Science	B	B		

Small cohorts can have an effect on National Curriculum results from one year to the next. Test results show an upward trend particularly in English. Pupils achieving the higher Level 5 in mathematics and science is above average.

Inspection evidence shows that pupils make good progress in reading, speaking and listening and mathematics throughout the school and standards are good by the end of Key Stage 2. Progress in science is very good in Key Stage 2 and pupils achieve above average levels at the end of Key Stage 2. In writing pupils' progress is satisfactory overall in Key Stage 1. They make good progress in becoming independent writers but their use of grammar and punctuation is below average. In Key Stage 2 pupils make good progress and achieve satisfactory standards. Skills in using information technology to communicate and handle information are above average and progress is good throughout the school. A lack of suitable resources means that older pupils do not reach the expected standard in control technology. Pupils make good progress in the reception class and progress in personal and social skills is particularly good. Those pupils with special educational needs make good progress towards their individual targets. Work seen in other subjects meets the expected standard; with some good work seen in art.

Quality of teaching

Teaching in:	Under 5	5 – 7 years	7 – 11 years
English	good	satisfactory	satisfactory
Mathematics	good	satisfactory	good
Science		good	good
Information technology		good	good
Religious education		satisfactory	satisfactory
Other subjects	good	good	good

No unsatisfactory teaching was observed. In 70 per cent of lessons it was good or better. In 15 per cent of lessons it was very good. The teaching of those with special educational needs is good. There are strengths in the teaching of all subjects observed and some very good teaching was observed in geography and music. Teachers plan work well for pupils of different abilities and they build successfully on what pupils already know and can do.

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	Very good throughout the school. Pupils respect each other's views.
Attendance	Is good. The school now complies with statutory requirements.
Ethos*	Very good attitudes to work. Personal development is very well provided for. Relationships are very good and the high standards are encouraged.
Leadership and management	Is good. The school is guided by a clear set of aims. The governors are fully involved and development is carefully planned.
Curriculum	Is of good quality and provides a rich experience for all pupils. It is appropriate for those under five. Good use made of data. There are no regular assessments of pupils' writing skills.

Pupils with special educational needs	Very good support for individuals. The individual learning plans are of very good quality and particular emphasis is placed on full access to the curriculum.
Spiritual, moral, social & cultural development	Moral and social development is very good. Spiritual development and multi-cultural education is satisfactory.
Staffing, resources and accommodation	Good overall. Well-stocked library and plenty of computers but weaknesses in other strands of information technology. An effective team of teachers and support staff.
Value for money	Good value for money. The school makes full use of available grants and resources.

**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

- IV. The good standards achieved by pupils.
- V. The encouragement given to reading and spelling.
- VI. The positive relationships they have with the school.
- VII. The attitudes and values and the fact that their children are treated as individuals.
- VIII. The rewards system.

What some parents are not happy about

- IX. The quality and regularity of homework.
- X. The organisation of computer time.
- XI. Information about the curriculum to be studied

Inspectors' judgements support parents' positive views. The school has recently adopted an efficient system for organising and tracking pupils' use of computers. Homework, particularly for older pupils, is now regular and is used to support work in class. Parents are informed of the projects at the start of the year and the personal organizer contains some additional information; there is scope to improve this.

KEY ISSUES FOR ACTION

In order to improve further the standards and quality of education provided the headteacher and governors should:

- i. Improve the rate of progress and raise standards in writing at Key Stage 1 by:
 - XII. ensuring that the marking of pupils' written work identifies how pupils can improve their grammar, punctuation and structure. Paras 6, 35, 45, 50, 97 and 103. (The school has identified this issue in its literacy development plan)
- ii. Improve the rate of progress and raise standards in information technology control, monitoring and modeling at Key Stage 2. Provide sufficient resources to teach this strand. Paras 16, 40, 42, 76, 125 and 127. (The school has identified this in its evaluation of the Rural Action for the Development of Information, Communication, Advice and Learning project).

iii. Ensure that all statutory requirements are met in the governors' annual report to parents. Include information on professional development undertaken by staff, the action taken to address matters raised at the last annual meeting of parents, a financial statement, attendance figures and the implementation of the school's special educational needs policy. Paras 65 and 68.

Other minor improvements which need to be incorporated in the school's action plan:

- XIII. systematic assessment of pupils' writing development; (Paras 49, 50, 91, 103 and 105)
- XIV. provide more opportunities for pupils to draft and revise their written work; (Paras 35 and 103)
- XV. review the existing handwriting scheme; (Para 98)
- XVI. identify in the school's development plan when and how the success of developments are to be judged; (Para 70)
- XVII. raise pupils' multi-cultural awareness through improved provision in other curriculum areas; (Paras 55 and 163)
- XVIII. ensure that registers are kept secure; (Para 29)
- XIX. match staff development more closely to the needs of the school development plan. (Para 74)

INTRODUCTION

Characteristics of the school

1. Lewannick Primary school is a small village school with 67 pupils on roll. The school has grown substantially in the last ten years and the catchment includes adjacent wards of Altarnum, South Petherwin and Launceston south. The area has been identified as meeting the criteria for funding from the single regeneration fund and is part of the Rural Action for the Development of Information, Communication, Advice and Learning (RADICAL) project. The school is seeking accreditation as part of the Department for Education and Employment initiative Investors in Careers.
2. The school draws its pupils from a wide social and economic mix. There are no pupils from minority ethnic backgrounds and fewer pupils from higher social classes than the national average. Seventeen per cent of pupils are entitled to free school meals which is average. Cohorts vary in size and composition between five and 13 pupils in each year group. The pupils are taught in three classes and the average class size is 22 which is below average. The middle class caters for pupils in both key stages.
3. The attainment on entry is below average. Most of the pupils attend playgroups but there is no nursery provision. There were five full-time and five part-time children under the age of five during the inspection. Twenty four pupils are on the special educational needs register and five of these have statements for their specific needs. This is above average.
4. The school aims to enable all pupils to develop as fully as possible their abilities, interest and aptitudes and to make additional provision if necessary for special educational needs. To allow children to develop lively and inquiring minds. To help develop appropriate skills in literacy, numeracy and scientific exploration. To support pupils in developing social skills. To work in a fair and disciplined framework that enhances self respect and confidence. To develop respect and appreciation of the relationships between ourselves and others. To develop a wide moral and spiritual awareness. To establish a partnership with school and community. To encourage appreciation and concern for the environment. To enable pupils to develop a sense of pride in

- their work.
5. School developments include; the review of religious education, the review of literacy, the further development of liaison with community college on physical education, development of the home-school agreement, and monitoring of the marking policy.
 6. The school has set targets, based on current data, for the proportion of pupils who should attain Level 4 or above in the national tests at the end of Key Stage 2 for the years 2000 to 2002. These are shown below:

	English	Mathematics
2000	55%	73%
2001	80%	60%
2002	78%	89%

6. Key indicators

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1

for latest reporting year:

Year	Boys	Girls	Total
1999	5	7	12

6. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils	Boys	3	3	5
At NC Level 2 or above	Girls	5	6	7
	Total	8	9	12
Percentage at NC Level 2 or above	School	67 (56)	75 (56)	100 (78)
	National	82 (80)	83 (81)	87 (84)

6. Teacher Assessments		Reading	Mathematics	Science
Number of pupils	Boys	3	4	4
At NC Level 2 or above	Girls	5	4	7
	Total	8	8	11
Percentage at NC Level 2 or above	School	67 (78)	67 (89)	92 (89)
	National	82 (80)	86 (85)	87 (86)

¹ Percentages in parenthesis refer to the year before the latest reporting year.

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	8	9	17

6. National Curriculum Test Results		English	Mathematics	Science
Number of pupils	Boys	6	6	6
At NC Level 4 or Above	Girls	9	7	9
	Total	15	13	15
Percentage at NC Level 4 or above	School	88 (43)	76 (71)	88 (89)
	National	70 (65)	68 (59)	78 (69)

6. Teacher Assessments		English	Mathematics	Science
Number of pupils	Boys	6	6	6
At NC Level 4 or Above	Girls	9	7	9
	Total	15	13	15
Percentage at NC Level 4 or above	School	88(46)	76 (69)	88 (92)
	National	68 (65)	69 (65)	75 (72)

6. Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:	Authorised absence	School	9.0
		National comparative data	5.7
	Unauthorised absence	School	0.0
		National comparative data	0.5

6.

6. Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year: 1998/99	Fixed period	Number
	Permanent	0

6. Quality of teaching

Percentage of teaching observed which is:		%
	Very good or better	15
	Satisfactory or better	100
	Less than satisfactory	0

² Percentages in parenthesis refer to the year before the latest reporting year.

6. **PART A: ASPECTS OF THE SCHOOL**

6. **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

6. **Attainment and progress**

7. The results of National Curriculum standardised tests at the end of Key Stage 1 in 1999 were well below average in reading and in writing when compared to national averages and schools with similar characteristics. A closer analysis of results shows that the percentage of pupils reaching Level 2B and above is average in writing and below in reading. Two pupils attained a higher Level 3 in reading but not in writing. The trend over the three years to 1998 shows attainment in reading and writing test to be falling. The 1999 results were an improvement on 1998. Cohorts are small and an above average number of pupils with special educational needs in literacy has a significant impact on the data. The school has evaluated pupils' writing and is now fully implementing the National Literacy Strategy. Mathematics Key Stage 1 test results in 1999 test were well above the national average and when compared to similar schools. An above average number of pupils achieved Level 3. These results show improving performance in mathematics at this key stage. Teacher assessments in science show pupils to be broadly average. The results of girls were significantly better than those of boys. There were unequal proportions of girls to boys and the small numbers make comparisons unreliable.
8. Results at the end of Key Stage 2 were well above average in English and above average in mathematics and science compared to all school sand those with similar characteristics. The number of pupils attaining a Level 5 (above the expected level for pupils aged 11) was well above in mathematics and science and average in English. Cohorts vary in size, however the trend in test performance is rising faster than nationally and results in English and science are improving at a greater rate than mathematics. There are no significant differences in the levels of attainment of boys and girls. The school has set realistic targets for attainment in English and mathematics for the next three years and is on line to achieve these. The targets are based on current data and takes account of pupils with special educational needs in literacy and mathematics.
9. Pupils enter the school with below average attainment in language and literacy, mathematical language, knowledge and understanding of the world and personal and social development. These children reach the expectations set out in the Desirable Learning Outcomes for pupils under five in reading, speaking and listening, numeracy and personal development, but not in writing. They make very good progress in their personal development, good progress towards Level 1 of the National Curriculum in English and mathematics and satisfactory progress in other areas of learning.
10. In English pupils make good progress in *speaking and listening* at both key stages and are average at the end of Key Stage 1 and above average at the end of Key Stage 2. All pupils develop a confidence in speaking and share their thoughts during activities such as circle time. By the end of Key Stage 2 pupils clearly state their ideas and explain their reasons. Those with special educational needs share their thinking and contribute to class and group discussion. Most pupils adapt their talk to show different characters when reading aloud and vary expression when reporting back to the class. Pupils are good listeners and follow closely what each other are saying.
11. Inspection evidence found that standards in *reading* at the end of Key Stage 1 were average. The above average readers in Key Stage 1 are fluent readers. Pupils make good progress in acquiring phonic skills and sight vocabulary. The rate of progress continues to be good throughout Key Stage 2 and by the end of the key stage standards are above average. Effective

strategies are in place which are well targeted at the level of pupils' abilities. There is an individual reading programme and this enables all pupils to make good progress. Average pupils have a good sight vocabulary and use different strategies including building new words phonically in their reading. Pupils' reading skills are frequently used to gather information from reference books, newspapers and other printed materials, as well as CD-ROM and the Internet. Pupils who have special educational needs in reading work successfully on independent programmes and make good progress.

12. Overall standards in *writing* are below average at the end of Key Stage 1. Progress from below average attainment is satisfactory. In some elements their writing is good and they are making good progress. In particular pupils are confident in writing independently for a range of purposes and for different audiences. The higher attaining pupils include direct speech and experiment with other devices. Pupils' choice of vocabulary is often adventurous. However pupils' writing is below average in its organisation, use of sentences and grammatical structure. The school recognises this as an area for development in its literacy targets for this year and next. Spelling is also below expectation. Handwriting is average and the progress towards a joined and legible style is good.
13. Pupils make good progress in *writing* at Key Stage 2 and attainment is average in all aspects by the time they leave the school. Special educational needs pupils are given good support to encourage them to write stories independently including the use of the computer voice package. Presentation of written work is satisfactory.
14. Pupils enter below expectation in mathematical language although their knowledge of number is average. They make good progress through Key Stage 1 and satisfactory progress in Key Stage 2, particularly in practical work. By the end of Key Stage 2 standards in mathematics are above average in all aspects. All pupils are well supported and those higher attaining pupils are well challenged. Pupils use a good range of written and mental strategies to solve problems and discussion concentrates on developing a good mathematical language.
15. Inspection evidence confirmed the above average attainment in science at the end of Key Stage 2. Progress is good in Key Stage 1 and pupils are average at the end of the key stage. During Key Stage 2 progress is very good and standards are well above average. Scientific knowledge and understanding are very well integrated into other subjects and there are high expectations of practical work.
16. Standards in all strands of information technology are above average at the end of Key Stage 1 and they make good progress. Overall standards in Key Stage 2 are average. There are strengths in the strand of communicating and handling information which are above average. Pupils' attainment in the strand relating to control, monitoring and modeling is below average at the end of this key stage. Progress in control, monitoring and modelling is unsatisfactory and standards are below expectation. There are insufficient resources available in the school to systematically meet the requirements of older pupils in this aspect of information technology. There is regular use of information technology skills to support most areas of the curriculum.
17. The expectations of the Cornwall Agreed Syllabus for Religious Education are met. The syllabus is fully implemented and pupils make satisfactory progress. Evidence from a scrutiny of work, discussions and lesson observations indicate that standards are in line with those expected of pupils of a similar age in design and technology, music, history, geography and physical education. In some aspects of art standards are above those expected. All pupils achieve the standard in swimming expected at the end of the Key Stage 2 and the majority exceed this.
18. Children under five make good progress. Personal and social development are very good and

the classroom is organised to meet all their needs. Those pupils with special educational needs make good progress in their social and communication skills.

19. Overall progress throughout the school is good. The very positive attitudes of the pupils, consistently good teaching and very good support contribute to the progress pupils make. Good progress is made in using literacy skills to support other subjects through the emphasis placed on research and investigation and expressive arts. Satisfactory use is made of pupils' numeracy skills in science, design and technology, history and geography. Pupils make very good progress in their personal development through the value teachers and others place on personal views and opinions. As a consequence pupils are enthusiastic and confident learners.
20. Pupils with special educational needs make good progress towards their individual education plans. A number have specific learning difficulties and the support they receive is of very good quality. The individual education plans are of very good quality. Pupils with statements are fully integrated and play a full part in the schools curriculum.
21. These findings represent a good improvement on the judgements reached in the previous inspection report.

21. **Attitudes, behaviour and personal development**

22. Pupils' attitudes, behaviour, relationships and personal development are all very good and have been maintained since the last inspection. The children under five settle quickly into the routines of school. They work together well and with the older pupils in the class. They cooperate with the oldest pupils in the school who visit them once a week to share books.
23. Parents feel children's attitudes to school are very positive and that they are happy in the school. In lessons pupils are well motivated, concentrate well and complete work conscientiously and enthusiastically. They respond to challenge and solve problems, for example, when collaborating to make a model millennium dome, creating simple routines in physical education and science presentations for an assembly. As pupils mature they take more responsibility for their work. They have good research skills developed through the use of the library and information technology. Key Stage 2 pupils' attitudes are supported through the Personal Effectiveness Program Initiative. This encourages pupils to set personal targets and to take responsibility for their own learning. It is effective in developing positive attitudes to learning. Pupils share their learning through presentation in assembly, reviewing each other's performances in physical education and playing music together. Pupils learn from mistakes through, for example, perseverance when finding prime numbers and adding on in 600s during a mathematics lesson.
24. Pupils' very good behaviour is a significant factor in their good attainment and progress. Pupils are polite, willing to discuss work, help visitors and they move around the school responsibly. They have discussed and created 'Golden rules' and pupils respect these. They take responsibility not only for their own actions but also care for younger pupils. Instances of bullying are very rare. Parents feel that behaviour in the school is good. They look after resources, replacing library books and keeping computing areas and music cupboards tidy. Relationships between pupils, and pupils and teachers are also very good. This is a significant factor in pupils' good progress. They listen to staff, work collaboratively, for example, in physical education and science. Good relationships are further developed through the school's good use of residential courses. Pupils are sufficiently confident to use the school's Victorian post box to report any instances of bullying, to make anonymous suggestions and as a means of getting rid of 'bad thoughts'. Good use is made of circle time to share views and express feelings.
25. There was one fixed period exclusion last academic year which has been successfully addressed

by the school.

26. Pupils' personal development is very good. This is largely due to the school's involvement in the RADICAL project which is supported by the school's own personal and social education programme. This initiative is specifically designed to develop pupils' personal effectiveness through raising pupils' self-esteem and developing their research skills, problem solving, communication, organisation and team working. The programme puts pupils in close contact with local and national businesses and prepares them for future employment.

27. Pupils gain valuable insights into other people's lives. Their social development is very good and they have many opportunities to work with adults from many different backgrounds. For example meeting Ron Ayres, the designer of the Thrust SSC World land speed project. This inspired work in design and technology, literacy and information technology. Pupils contribute to the school through suggestions for improvements through the children's committee, for example, the extension and development of the school environmental area. All pupils benefit from a wide range of extra-curricular activities.

27. **Attendance**

28. The level of attendance is good. Although the unauthorised absence figure is below the national average, the high authorised absence figure is partly explained by the six month absence of a family. Some parents work in the tourist industry, and others take advantage of off peak holidays, and the governors and school recognise this is a problem. The school now complies with statutory requirements with regard to long-term absences.

29. Pupils mainly arrive at school on time, and lessons commence promptly. Through its regular reminders to parents the school is reinforcing the importance of regular and punctual attendance, and its positive effect on pupils' attitudes and standards of attainment and progress. Late arrivals are monitored. Absence reminders have to be completed for medical reasons or for holidays taken out of normal school holidays. Attendance registers are kept in classrooms and the school should consider whether this allows appropriate access to them in the event of an emergency.

29. **QUALITY OF EDUCATION PROVIDED**

29. **Teaching**

30. The quality of teaching is good. No unsatisfactory teaching was observed. In 70 per cent of lessons it was good or very good and in the remaining satisfactory. Fifteen per cent of teaching was very good. Good quality teaching was a feature of the last inspection, and the school has improved on this, particularly in the reception class.

31. Teaching of the under-fives is securely underpinned by the teacher's good subject knowledge and needs and capabilities of the youngest children. Planning is good and gives a clear focus to the teaching and the activities to be undertaken. The teacher uses a wide variety of methods to engage children's interest, to build on what they already know and to boost their confidence in tackling new learning. In a lesson on labels and naming objects the teacher used the introductory session to exploit a range of teaching points about reading through discussion of initial sounds on the children's name cards and the length of the name. The children quickly acquired strategies for matching the correct name to the child. As the lesson developed children went off in search of labels around the room which the teacher had previously prepared, and the reading strategies such as sounds, word length and context were reinforced. The teacher makes good use of her knowledge of the children following visits to the playgroup prior to entry. This

profile is built on daily and used to target the classroom support.

32. Teachers' subject knowledge is secure and they have a good understanding of what they are to teach in most subjects. Teachers are adjusting well to the new format for teaching literacy and numeracy and this is reflected in the well balanced lessons. Lessons are well planned and carefully structured often with a useful plenary to reinforce teaching points and consolidate learning. Literacy lessons incorporate a good balance of whole text and word level work that is very well organised. In one lesson the construction of poem was successfully analysed by the pupils during a question and answer session to identify rhyme. Pupils later chose a selection of verbs from the poem and used these to create calligrams (words written to reflect their meaning). Their contributions were taken seriously and the teacher reinforced the link between the imagery of each word and why the poet had chosen to use it. Good use is made of the guided reading and independent reading work through the challenging questions that are set.
33. The lessons are carried out at a good pace and pupils are very well managed. Expectations of work and behaviour are clear, although expectations about presentation are not consistent between the classes. Relationships are very good between staff and their pupils. This allows pupils to feel confident about expressing their viewpoints in discussion and making contribution in circle time. Pupils were frequently observed asking questions during class introductions to help them understand a point that had been made.
34. Good organisation and preparation is a strong feature of the teaching. One teacher had prepared a selection of poems that took into account the various reading levels in the class whilst another had brought in a collection of household objects to encourage systematic explanation. Resources are very well used and pupils are encouraged to use these independently. In particular the world wide web is used to supplement a good range of books and written material for the purposes of research.
35. The use of day-to-day assessment is satisfactory and is used well to ensure appropriate support is provided for pupils of different abilities. However, the marking of pupils' written work at this Key Stage 1 does not focus sufficiently on pupils' use of sentence or grammatical construction. There is insufficient intervention in pupils writing in Key Stage 2 to help them develop skills in drafting and revision. Teachers are implementing a marking policy and mark pupils work for spelling accuracy.
36. Homework is satisfactory in Key Stage 1 and makes a good contribution in Key Stage 2 and this is now well organised. Pupils have a personal organiser which helps them keep track of the work they are to do. Teachers prepare individual lists for spelling. Work that is done at home supplements the lessons. For example pupils recently researched words that have recently been introduced words into the English language, in preparation for a literacy lesson.
37. A major strength in all three classes is the good use made of support staff to ensure that all pupils have equal access to the curriculum. Teachers are effective in planning work for a range of different needs and abilities in their classes and use the support effectively. In one class an assistant noted pupils response during a literacy lesson, keeping track of the pupils who had been asked questions and noting the quality of their response. This was fed back to the teacher and formed the basis of subsequent teaching for the pupils. In another lesson pupils with special educational needs received individual support to enable them to discuss the sequencing of events leading to making a cup of tea.
38. Teaching of those with special educational needs is good. The teachers are well prepared and follow closely the targets set in the individual education plans. The special educational needs co-ordinator prepares appropriate resources and the outcomes for each activity are made clear

to the pupils. There is a good level of challenge and teachers and support staff are firm with pupils about what is expected of them. A strong feature of the inclusive teaching are the links with home. This takes the form of written comments about what has been achieved.

38. The curriculum and assessment

39. The school has made good progress towards meeting the targets and key issues identified in its action plan. In particular for ensuring that there is planned provision for the more able pupils in Key Stage 1 and providing schemes of work for all subjects. There is improved provision for pupils' spiritual development. The provision for the under five year olds is good. Planning takes full account of the Desirable Learning Outcomes for children under five and the medium term planning incorporates the Programmes of Study from Key Stage 1 as appropriate.

40. The curriculum is broadly based and balanced. Sufficient time is given to all subjects with an appropriate emphasis on literacy and numeracy. The provision for information technology control, monitoring and modeling is unsatisfactory in Key Stage 2. The school is effectively planning for the full range of subjects including swimming and environmental education. The provision for swimming is good. Religious education is provided in accordance with the locally agreed syllabus. The planned provision promotes pupils' intellectual, physical and personal development very well and prepares them well for the next stage of education.

41. The requirements for sex education and drugs awareness are met. A programme of health and safety training is undertaken by pupils in Key Stage 2 and successfully promotes first aid skills at this level. Personal effectiveness and self esteem is very well guided by the schools policy.

42. The school provides equality of access for all pupils to make good progress within the curriculum. However there is a weakness in the schools ability to provide experiences in control technology to older pupils. The school is committed to equality of opportunity and it provides well for all pupils of different abilities and needs. In particular, very good provision is made for those pupils who have special educational needs to access a full curriculum. The school has successfully addressed the provision for the higher attaining pupils in both key stages. Whilst there are differences in the performances of boys and girls in National Curriculum test inspection, evidence shows that neither the curriculum nor the teaching is biased towards one gender group.

43. Through a supportive and positive environment, provision for pupils with special educational needs is very good. Well organised and effective arrangements are in place to fulfil the Code of Practice and the school has very good support strategies. Individual education plans are kept for pupils on the register and are of very good quality. They detail not only the objectives but also outline the small steps to be taken. The individual education plans keep all staff informed and also the governor responsible for special educational needs. The special educational needs teacher and the support staff plan closely with the class teachers for work in the literacy hour. Pupils receive good support when withdrawn for specific teaching as individuals or in small groups. At other times learning support assistants are effectively used to support pupils in class. The special educational needs co-ordinator fulfills her role very well. She keeps parents very well informed through regular contact slips and liaises with support services.

44. All subjects have policies and these are systematically reviewed and updated. They are effective in helping teachers build on what pupils already know and can do and to plan the next steps in learning. The school uses the local authority schemes of work and has introduced the National Literacy and Numeracy Strategies. Planning for each half term identifies the Programmes of Study to be taught in each subject. These make good links between subjects and set out appropriate learning objectives with the activities through which they are to be taught.

45. Planning is satisfactory. Teachers use a weekly format for weekly and daily planning but these vary in quality. Some plans set out clear learning objectives, the activities to be covered by pupils in different ability groups and identify the assessments that are to be made. This was seen in most literacy lessons where planning is satisfactory. However, teachers are not planning effectively to extend and develop pupils' writing skills at Key Stage 1 and as a consequence their interventions do not help pupils improve the structure of their writing.
46. Homework is being used well to support learning and the school is successfully addressing the concerns of some parents. A home/school reading partnership operates at both key stages and some parents take the opportunity to comment in pupils' reading record books. All pupils have appropriate spellings to learn and a systematic approach is now taken to providing older pupils with regular homework which supports class work. The curriculum is enriched by opportunities to visit the local area and businesses. Field trips further enrich their experiences in history and provide additional environmental education. Visitors to the school include travelling players, musicians and representatives from the business world. Extra-curricular provision is good.
47. A satisfactory assessment policy gives guidance on the type and frequency of procedures. The school is reviewing these in the light of recent changes to the schemes of work but those in operation provide teachers with a clear view of pupils' attainment and progress. Good use is made of a range of test data which is carefully analysed to ensure that pupils are making progress in relation to their abilities.
48. Good assessment procedures exist for monitoring the progress of those with special educational needs. The school uses the local authority's approved procedures for assessing attainment on entry, although the statistical information does not provide comparative or contextual information.
49. Work in literacy, mathematics and information technology is assessed against key objectives and kept up-to-date termly. This information, along with standardised tests in Years 3 and 4 is used to set targets for literacy and numeracy. There is no portfolio of evidence that is annotated to show levels of attainment in any subjects. The absence of this in tracking pupils' writing skills is a minor weakness. All pupils are involved in completing personal profiles which help them set personal targets. Teachers make good use of the daily assessments to group pupils and this is effective in meeting the needs of a wide range of ability and age in the classes.
50. The quality of marking is satisfactory overall. Marking of English work is focusing well on the accuracy of pupils' spelling but does not sufficiently identify strengths and weaknesses in grammar and punctuation, nor pupils' response to targets for improvement. Teachers know pupils well and this helps them plan for the next steps in their learning.
50. **Pupils' spiritual, moral, social and cultural development**
51. The provision to support the spiritual, moral, social and cultural development of children under five is good. Many opportunities are planned for through the play activities that fully promote the children's progress in personal and social areas. Planned circle time for personal and social education is set aside and older pupils share reading time each week.
52. Opportunities for pupils' spiritual, moral, social and cultural development are good and the school has maintained the standards reported at the time of the last inspection. Provision for pupils' spiritual development is satisfactory. The lack of opportunities for the spiritual development of younger pupils raised in the last inspection has been addressed through circle time and the pupils' involvement in writing prayers. Pupils have a wide range of opportunities to develop their spirituality through residential visits and extra-curricular activity. However,

links with the local church are underdeveloped. Other curriculum areas support spirituality, for example, the expression of pupils' ideas in poems, the exploration of the styles of a range of artists and research into how people lived in the past through studying the lives of the Tudors, Victorians and the effects of World War II. The daily act of collective worship is systematically planned and satisfactorily addresses statutory requirements. In addition 'grace' is said each day, written and chosen by the pupils.

53. Provision for pupils' moral development is very good. The school provides a very strong moral code resulting in very good behaviour. Pupils create their own 'Golden rules' which they respect. The school teaches the principles which distinguish right from wrong through good personal and social education supported by the Personal Effectiveness Program Initiative resulting in pupils working conscientiously and autonomously without direct supervision. Staff value honesty and show very clear disapproval of unacceptable behaviour. Pupils are very tolerant of others who find control of their own behaviour difficult. Parents feel the behaviour in the school is good.
54. Provision for pupils' social development is very good. The school encourages problem solving, communication, organisation and team working through the RADICAL project. There is a good range of extra-curricular activities, residential courses and activities that encourage working together, for example, making of a model millennium dome, designing, making and then living in bivouacs and taking part in outdoor pursuits such as canoeing. The school encourages pupils to take responsibility for others through, for example, the playground buddy system and reading buddies. Volunteers also take other responsibilities, for example, ensuring that the overhead projector, music and lights are ready for assemblies. Pupils hold doors open and are welcoming and helpful to visitors. There is a children's committee that has been influential in, for example, painting markings on the school playground and the development of an environmental area. It is currently organising a school choir with the help of parents.
55. Provision for pupils' cultural development is satisfactory. The school develops pupils' awareness of their own culture through links with cluster schools to widen pupils' experience of sport and drama. Pupils are working with a local theatre groups for a public performance of the Parables related to 'Jesus Christ' 2000. They visit the local Tate gallery and the Barbara Hepworth museum to extend their experience of art. Visitors to the school make a good contribution to an understanding of local culture. Pupils attend a range of residential weeks and weekends and there is a good range of extra-curricular activities that include country dancing, sewing, cooking, public speaking and French. Work shops organised by local education authority advisors has extended pupils' experience of modern dance. Pupils are taught about the major belief systems during religious education and there is a planned visit to a synagogue. However provision for development of pupils' multi-cultural awareness is limited in other curriculum areas.
55. **Support, guidance and pupils' welfare**
56. The support and guidance the school provides for pupils are very good, and most parents consider it is a strength of the school. Following the last inspection the school was asked to establish a monitoring system to clarify rules and responsibilities. This new system has resulted in more information being held in teachers' records, and revised assessment arrangements now make it easier to identify pupils with special educational needs. The school has satisfactory arrangements in place to ensure that pupils' progress is assessed carefully in literacy and numeracy.
57. The school successfully provides an environment in which pupils feel valued, and they are very well supported by everyone in school including support staff, lunchtime assistants, the school secretary and caretaker. Relationships between staff and pupils are such that parents and

pupils feel able to approach members of staff with their concerns and worries. Parents spoken to during the inspection, and those who attended the meeting felt that the school takes very good care of their children, in fact some parents have moved into the village in order that their children can attend the school. The provision for pupils with special educational needs is very good, with support provided both inside and outside the classroom. Progress for these pupils is monitored very successfully, and at the meeting and during the inspection, parents said how pleased they were with the very good progress most pupils were making, particularly those with behavioural problems. The incidence of a fixed period exclusion in the last academic year has been successfully resolved.

58. Teachers and all adults at the school are approachable and caring, and the personal and social education programme is used effectively to promote pupils' awareness of their feelings and relationships. Pupils spoken to during the inspection were able to speak about what made them happy or sad in front of their classmates.
59. There are very good procedures for monitoring attendance, also absence and lateness are recorded appropriately. The educational welfare officer is used to investigate cases of long term absence.
60. The school has very good procedures in place for promoting good behaviour in the classroom, dining hall and around the school. Expectations of behaviour are high, and the school policies are backed by an appropriate system of rewards and sanctions. The yellow and red card system is approved by most parents as a positive way of monitoring behaviour problems. There are regular assemblies for the presentation of awards for good work and good behaviour in which all members of staff are involved. The monitoring of pupils with behavioural problems is particularly good, and is helped by working closely with parents.
61. Child protection procedures are very good. The headteacher is the designated person and regularly ensures staff are aware of exactly what their responsibilities are. The school has good links with the appropriate agencies and there are alternative procedures in place in the absence of the headteacher. Most members of staff are trained in first aid, and most pupils leave the school with a first-aid qualification due to the help of a grandmother who is a member of the St John's Ambulance Brigade and who comes into school to teach first aid. The accident book is up to date. When asked during the inspection, pupils knew exactly what to do in the case of a fire. The whole school both inside and out is clean and maintained to a very high standard. There is good access for disabled pupils, including a well-appointed toilet. The school takes the health and safety of its pupils very seriously, and the governing body are involved in checking that there are no problems. The school and governors are aware that the steps to the Elliott building can be hazardous during wet weather and are considering ways of overcoming this problem.

61. **Partnership with parents and the community**

62. The school's partnership with parents is very good and continues to be a strength of the school. Traditionally the school has played an important part in the life of the village, and some parents and grandparents of today's pupils were taught at the old school, before its move to the present site. Good relationships with parents are fostered by the arrangements made with parents to admit children into the first stages of their formal education. There are regular parents' evenings at which parents discuss progress and targets. Informal reporting of progress by teachers to parents, is very much appreciated by parents. The home-school agreement is seen as a positive development by many parents. Parents of children with special educational needs are kept very well informed through formal arrangements to monitor progress.

63. The Friends of Lewannick School Association, to which all parents belong, raises fund for equipment, such as the recently donated science equipment. It also helps with school trips and sporting activities. Local companies have also contributed to the resources the pupils use.
64. Parents are extremely supportive of the school, and make a valuable contribution to learning. They help with literacy and numeracy, running the library, sporting events and after-school activities such as sewing, cooking, first aid, environmental projects such as the newly-laid patio complete with tables, the materials for which were again provided by a local company. Both at their meeting, from replies to questionnaires, and from parents spoken to during the inspection, they reported that they found the school keen to encourage involvement, for instance by filling in the reading diaries which go home every night.
65. The school provides good quality information to parents, although some parents would like more specific information about the curriculum being covered. The school prospectus, annual reports and newsletters, all provide parents with comprehensive information about pupils' progress and attainment. The governors' annual report, however, has several statutory omissions, which have been brought to their attention. At the meeting and from replies to the questionnaire, some parents would like more structured homework, but most parents were happy with the level of work pupils are asked to do at home.
66. The quality of liaison with the community is good. There are regular visits to museums, art galleries, and areas of outstanding natural beauty, also the school acts as hosts to many visitors such as artists, drama groups, the police, French students, the local member of parliament. They are involved in the RADICAL project with five other primary schools in the area, which is raising the awareness of pupils and teachers in commerce and careers education. The school recently distributed gifts of fruit and vegetables to older members of the community following the harvest festival. They have close links with the playgroup and with Launceston College. All of these links have a beneficial effect on pupils' learning and understanding of their place in the community.

66. **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

66. **Leadership and management**

67. The headteacher provides good leadership and demonstrates very clear aims for the school which focus on high standards and the best possible educational provision for all pupils. He has established beneficial links with national and regional companies through the school's work with the RADICAL project. These links have assisted in the professional development of staff and added breadth to the curriculum experienced by the pupils. Relationships between all staff and parents are very good and make a good contribution to the standards and progress pupils make.
68. The governing body are fully involved in the school. They meet regularly to review the work of the school and the literacy and numeracy and curriculum governors provide useful support for the headteacher and staff through their monitoring. Training is regular and helps governors carry out their responsibilities with respect to monitoring school development. The governor with responsibility for special educational needs is well informed and monitors the successes of the school in this area. Governors are involved in evaluating the achievements of pupils through a consideration of test data as well as regular visits to the classes. The governors' annual report to parents, however, does not meet a number of statutory requirements; it does not contain a financial statement, a report on attendance nor information on professional development.

69. The headteacher effectively monitors the long-term and medium-term planning and the academic standards achieved. The outcomes are discussed with all staff as part of an annual review and priorities are carefully identified. The literacy and numeracy strategies are effectively evaluated. The literacy co-ordinator with support from the local education advisor has undertaken a detailed review of literacy provision in the school and an action plan and training is targeting appropriate areas for development. The mathematics co-ordinator is providing good support in helping colleagues implement the numeracy strategy. The co-ordinators for other subjects undertake regular monitoring and this has had a positive impact on the provision for information technology and religious education. There is very good monitoring of the provision and the progress of those pupils with special educational needs. Daily detailed records are maintained by support staff and these are used regularly to review progress. The headteacher regularly monitors the work of teachers, and targets are agreed.
70. The school development planning is satisfactory. Realistic targets are set given the teaching commitment of the headteacher. It now identifies the roles and responsibilities of staff and the involvement of the governing body. Governors are clear about reasons for development. The written document lacks a clear focus on the aims nor does it provide detail on how and when the success of developments and initiatives are to be judged. The co-ordinators are fully involved in school development and share the responsibility for evaluating outcomes. This has led to recent improvements in the resources for some subjects and modifications to schemes of work. Marking and homework policies have also been put into place and their success monitored by staff. Action is well supported by the necessary funds.
71. The aims and values of the school are very successfully implemented. A strong commitment to these is shown by all the staff, parents and governors. There is very good ethos which emphasizes high standards, equality of opportunity and the personal development of all in the school. The very good relationships are shown by the many adults who work voluntarily in the school and the quality of relationships support staff have with those with special educational needs.
72. The school has made good progress towards improvement since the last inspection. The implementation of schemes of work in all subjects and the regular monitoring undertaken by co-ordinators has been a major factor in improving the quality of the curriculum and teaching. Both are now good. Improvements in the provision for writing and mental arithmetic has contributed to raising standards; although there is still room for further improvement in writing standards at Key Stage 1. The attainment and progress of all pupils are closely monitored by the headteacher and co-ordinators, and planning, particularly the more able, is now well matched to pupils' needs. The school has improved the provision for pupils' spiritual development on a daily basis and this is now satisfactory. Very strong links have been forged with business which have broadened the curriculum for pupils and contributed to the professional development of staff. The headteacher and the governing body has a clear view of targets for improvement and the school demonstrates has a good capacity for further improvement.

72. **Staffing, accommodation and learning resources**

73. The quality of staffing has been maintained since the last inspection. The school has sufficient and appropriately qualified and experienced teachers. Within the school's cluster the school supports science and information technology and is supported in its provision of drama, outdoor activities and dance. There are co-ordinators for all National Curriculum subjects and turnover of staff is very low. Staff are appropriately matched to responsibilities with the part-time teacher co-ordinating both religious education and art. The number of support staff is high when compared with similar schools but this is justified with the high number of special educational needs pupils in the school. The support staff are well qualified and experienced and make a significant contribution to pupils' attainment and progress.
74. The arrangements for the professional development of staff are satisfactory overall but staff development is not matched to the school development plan. However staff have had literacy and numeracy training, are given opportunities to develop their own expertise in other areas and have spent time in industry as part of the RADICAL project. Support staff also attend courses to gain formal qualifications, for example, the Cornwall Certificate for Learning Support Assistance. The headteacher regularly appraises the work of all teachers.
75. The previous report identified good accommodation. This continues to be the case overall with a good quality brick built main school with one reasonable quality Eliot building. However, the Elliot has poor quality steps that are slippery and unsafe. There are sufficient classrooms, quiet areas for pupils to work, good libraries and sound administrative accommodation. The grounds are very good. There has been recent planting of new trees creating a very pleasing entrance to the school with mature small trees and shrubs. The school maintains a dovecote and there is a paved area with spaces for pupils in the gardening club to plant and tend. Part of the grounds are being made 'bird friendly' and Year 6 pupils are creating a nature garden suggested by the children's committee. In collaboration with local education authority, and shared with the community, the school have developed an adventure playground. At the suggestion of the children's committee the school built a wall for practising ball skills and there is a netball court and a grass football pitch.
76. Resources are good for English, physical education and special educational needs. Resources for information technology control, monitoring and modelling are unsatisfactory and this affects standards. Resources are adequate for numeracy and other subjects. The issues raised at the last inspection have largely been addressed with pupils having a good range of experience of materials in art and design and technology. The issues of insufficient globes for geography have also been addressed. The school makes good use of visits, visitors, the local education authority museum and library services for artefacts to support, for example, history and religious education and the grounds for science and environmental education. The library is well stocked and effectively managed by pupils and parents. Pupils are confident in using the library for research and good use is made of the Internet and CD-ROM to retrieve information to support their learning.

76. **The efficiency of the school**

77. The school is efficiently managed. The educational aims of the school are well supported through careful and thoughtful use of available funds. The headteacher makes full use of national and regional grants for example in enhancing the quality of environment and the provision of additional and up-to-date information technology. Financial planning is linked well to the priorities detailed in the school development plan, including literacy and provision for special educational needs. Full account is taken of known commitments and projected income levels and current data is regularly scrutinized by the finance governor. Governors are aware of the financial constraints and work with a small but sensible level of reserve.
78. Financial administration and budgetary control are effective. The school secretary is supported by local service level agreement which provides good quality bursarial support. No significant issues were raised in the last auditors' report. Administrative support is good and ensures that the school runs smoothly. The school takes steps to ensure good value in purchasing of materials, equipment and resources.
79. The governors successfully evaluate the use of learning resources and the use of staffing. The headteacher is very effective in securing additional resources for the school from a range of sources. The provision of a playground for school and community use is a good example of his resourcefulness.
80. The use of teaching and support staff is very good. It allows for the full integration of those with special educational needs. All classes receive some support during the day and this is of benefit to group working. The headteacher has limited non-contact time which is, in the main, used for administrative duties and also, to manage the RADICAL project within the cluster of schools. Co-ordinators use the available funding to monitor and review their specific curriculum areas. Good use is made of the indoor and outdoor accommodation. The use of the school hall by pre-school groups is particularly effective in preparing the under-fives for full-time education.
81. The school receives funding in the upper quartile of all schools. Given the quality of education provided, the progress pupils make from a low base of skills and the efficiency of the school, the school provides good value for money.

81.

81. **PART B: CURRICULUM AREAS AND SUBJECTS**

81. **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

82. The provision for children who are under five years old is good and has improved since the last inspection report. Children are admitted to the school full-time in the term before they are five. Parents are happy with the induction programme and there are very good links with the playgroup which most children attend.
83. At the time of inspection there were five pupils full-time and five part-time children who receive provision in the class with pupils in Year 1. Attainment on entry to the reception class is below average in language and literacy, mathematical language and knowledge and understanding of the world. There is a wide range of ability in children's personal and social skills with attainment largely below average. Attainment on entry in number is close to that expected. One or two children in each cohort recognise numbers and count or sort objects.
84. Children make very good progress in their *personal and social development* and achieve the expectations of the Desirable Learning Outcomes by the age of five. During circle time they share their feelings about what they do not like about playtime and say what they like doing most. They take turns and work well as a group or individually. Whilst working on the computer the children co-operated very well with each other sharing the mouse and supporting each other in what to do next. They sometimes take the initiative in tidying away the art materials. During a music lesson they expressed wonder at the sounds from an old record player and shared in a discussion on the colours found in a bonfire. Teaching is good. The class teacher manages the support well ensuring that group work is well supported. The assistants are well briefed and actively encourage children to take turns. Questions help draw children back into the discussion and these are well targeted to keep all children on task. A good balance of teacher-initiated and child-initiated activity is made possible in the daily and weekly planning, including outdoor activity. The contribution made by older pupils in the class has a positive impact on the progress the children make in this aspect of their development.
85. By the age of five children reach the expectations of the Desirable Learning Outcomes in most areas of *language and literacy*. Children make good progress in listening attentively and talking about their experiences. They speak clearly, although most children are limited in their language ability and unable to express their ideas. During a music lesson they joined in with familiar nursery rhymes which they have learnt. The teaching is good and children are given time and encouragement to express their thoughts. Adult support is used well to encourage the reluctant to talk about their feelings. The role-play area is used well by the children to develop their speaking skills. A particular feature of the good provision is circle time. Children patiently wait their turn to share their feelings with Pudsey bear. Children make good progress in reading. They enjoy books, handle them carefully and are attentive when listening to stories. The children recognise the first letters of their name and use the length of names to help guess those of others in the class. They recognise labels and speculate as to what they might say, given the context. Many recognise the letters of the alphabet by both shape and sound. The teaching is good. It is well organised and a systematic approach is taken to teaching phonics and whole word recognition. A range of strategies are used, including word games and group reading. The use of a master card with house parts matched to pictures helped pupils match word cards to their drawing. The children make satisfactory progress towards writing simple sentences, using their own marks and very quickly using letters. Most learn to form letters and copy successfully. Children name parts of their body and use prepared labels to label each other. Teaching is good. Resources are carefully prepared to meet the needs of individual children and group work is well organised. Time is given each day to support the acquisition of writing skills including regular handwriting practice.

86. By the age of five children attain the expectations of the Desirable Learning Outcomes in *mathematics*. Progress is good. Children are confident in counting to ten and some go beyond this to 25. They complete simple number stories and sort and match objects to pictures or into sets. They write their numbers to five correctly and draw simple shapes such as squares, circles and triangles. The teaching of mathematics is satisfactory but responses to children do not develop mathematical language sufficiently.
87. Children achieve the expectations of the Desirable Learning Outcomes in their *knowledge and understanding of the world* and their progress is good. They talk about Halloween and their experiences of the dark. They express a viewpoint about the dark and how this causes difficulties for people. They are aware that we may use other senses to help us compensate for a loss of sight. Children consider the quality of different materials during their construction of fireworks and learn how to join and assemble construction equipment. They use the computer competently, controlling their decisions with the use of the mouse and arrow keys. The teaching is good and good use is made of practical demonstrations. The organisation of children into pairs so that they can learn from each other is effective. The organisation of the day gives an opportunity for children to make use of the resources.
88. *Physical development* is satisfactory and children made good progress in moving imaginatively to music during a lesson observed. Teaching is good. There is a daily opportunity for children to develop their physical skills and to gain confidence in challenging situations. This includes outdoor play. Small balls and equipment is available for children to use at playtimes and children co-operate sensibly with each other and older pupils. Children use the role-play area imaginatively and are provided with a range of tools for construction.
89. Their *creative development* meets the standards expected and make good progress in the lessons observed. They are provided with good opportunities to explore colour, textures and sound. The teaching is good. Activities are managed well by the teacher and classroom assistants offer good support in helping children use scissors safely. Children are encouraged to select the best material to use in collage from a good range. They sing with enthusiasm and are sensible when using percussion equipment.
90. Teaching is always good. The teacher uses a style that is pacy and generates enthusiasm for learning. Practical equipment is prepared in advance, for example extra labels around the room. The objectives are quickly made clear to the children who rise to the challenges with good support. Questioning is relevant and in most situations helps children develop their thinking. The teacher is careful to include all pupils during discussions. Routines are well established and the management of behaviour is consistent. The support assistants are involved in the daily planning and good team work exists.
91. The curriculum is well designed for children under five and is based on the recommended areas of learning. The curriculum is flexible enough to provide for different rates of progress. The existing policy is in need of revision following changes to admission arrangements. Relationships with the attached playgroup are very good but the policy does not reflect these links. Assessment arrangements are satisfactory. An early assessment is made of children's attainment in language, literacy, numeracy and personal development and this forms the basis of further assessments prior to children starting the National Curriculum Programmes of Study. The children's needs are quickly recognised but no records are kept on the progress they are making in writing that would help teachers target their needs as they move through the school. There is a suitable area for outdoor activity and sufficient resources are available to extend children's physical development. This area is easily supervised but is not secure from the movement of vehicles in and out of school during the day. There are good resources in the

classroom. Books are of good quality and invitingly displayed. The areas set aside for reading, imaginative play and creative development are well organised.

91.

ENGLISH, MATHEMATICS AND SCIENCE

91. **English**

92. The school has maintained the quality of education seen during the last inspection and standards are improving. A strategy for teaching literacy has been satisfactorily introduced and other subjects are used well to support the development of literacy skills. Pupils enter the reception class with below average attainment in language and literacy and by the time they leave the school attainment is average in writing and above average in speaking and listening and reading. There are an above average number of pupils with specific and moderate learning difficulties who receive very good support and are making good progress in literacy.
93. The results of the statutory assessments in the summer term of 1999 show that the number of Key Stage 1 pupils reaching Level 2 and above (the expected levels) in reading and writing was well below the national average and also well below the average for similar schools. A closer analysis of results shows that the percentage of pupils reaching Level 2B and above is average in writing and below in reading. No pupils achieved the higher Level 3 in writing but two pupils achieved this level in reading. These results are a slight improvement on previous years' results, however the scores of one pupil can have significant impact on overall percentages. Most of the pupils entered the school with literacy skills below the expectations set out in the Desirable Learning Outcomes and have made at least satisfactory progress to achieve a Level 2B or above. At the end of Key Stage 2 an above average number of pupils achieve the nationally expected standards in English and also above average when compared with similar schools. These results are an improvement on previous years when test scores were well below and show good improvement on the 1995 results reported at the last inspection. The number of pupils at the end of Key Stage 2 achieving the higher Level 5 is also rising. Cohorts are small and vary from one year to another, and National Curriculum results can be misleading. However an analysis of the test results of those pupils who left the school in 1999 shows that all made average improvements in their English test scores (two levels gained) whilst half of the cohort exceeded this target.
94. Inspection evidence found that standards in *speaking and listening* are average at the end of Key Stage 1 and above average at the end of Key Stage 2. Pupils are making good progress at both key stages. At Key Stage 1 pupils listen to instructions and to each other. They carefully follow the discussion during lessons and contribute when asked. All develop a confidence in speaking and share their thoughts during activities, such as circle time. By the end of Key Stage 2 pupils clearly state their ideas and explain their reasons. Those with special educational needs share their thinking and contribute to class discussion. Most pupils adapt their talk to show different characters when reading aloud and vary expression when reporting back to the class. Pupils are good listeners and follow closely what each other are saying.
95. Pupils' skills in *reading* are average at the end of Key Stage 1. Effective strategies are in place which are well targeted at the level of pupils' abilities. There is an individual reading programme and this enables all pupils to make good progress. The above average readers in Key Stage 1 are fluent readers. Average pupils have a good sight vocabulary and use different strategies including building new words phonically in their reading. They describe the story and talk enthusiastically about what they read. Lower attaining pupils approach new words thoughtfully using a suitable range of strategies.
96. At Key Stage 2 standards are above average and pupils continue to make good progress. The

majority are mature readers, using a wide range of skills and have a good understanding of different genres and how scenes and characterisation contribute to the plot. The higher attainers are very confident readers, comfortable with texts such as the Hobbit as well as classics. Average and low attainers talk about their favourite authors. Their reading skills are frequently used to gather information from reference books, newspapers and other printed materials, as well as CD-ROM and the Internet. Pupils who have special educational needs in reading work successfully on independent programmes and make good progress.

97. Overall standards in *writing* are below national expectations at the end of Key Stage 1. Progress from average attainment is satisfactory. In some elements their writing is good and they are making good progress. In particular pupils are confident in writing independently for a range of purpose and different audiences. For example, playscripts and accounts of common folk tales are of sufficient length and interest to engage the reader. The higher attaining pupils include direct speech and experiment with other devices. Pupils' choice of vocabulary is often adventurous. However pupils' writing is below average in its organisation, use of sentences and grammatical structure. The school has recognised this in its literacy targets for this year and next. Spelling is also below expectation. A number of commonly occurring words are spelt incorrectly and common spelling patterns are not consistently applied by pupils. The recently adopted National Literacy Strategy and regular targeted spelling lists are beginning to have an impact on the accuracy of pupils' spelling and progress is satisfactory. Handwriting is average and the progress towards a joined and legible style is good. The pupils begin to join letters using a cursive script. However, pupils' written presentation does not reflect the accuracy they show in handwriting lessons.
98. Pupils make good progress in writing at Key Stage 2 and attainment is average in all aspects by the time they leave school. For the majority of pupils, handwriting is cursive and fluent. Technical difficulties with the scheme being used leads to untidy presentation outside of the handwriting lesson and when preparing frameworks or taking notes. Most words are spelt accurately and pupils use a range of punctuation, including speech marks and semi-colons, accurately. Writing is organised well and pupils are skilled at writing for different audiences, for example in writing book reviews or preparing holiday brochures. They write effective poetry about such events as the weather. Special educational needs pupils are given good support to encourage them to write stories independently including the use of the computer voice package. Presentation of written work is satisfactory.
99. Other subjects are used well to support the development of literacy skills. Good discussions at the start and end of sessions, presentations and the opportunity to feedback help pupils develop speaking and listening skills. The above average number of adults working in the classrooms gives all pupils, including those with special educational needs, the opportunity to discuss and share their ideas and thoughts. Additional provision comes from the very good contact pupils have with local businesses and enterprise. Regular use is made of the well stocked school library as well as opportunity to use the web browser and e-mail extend the rich reading opportunities. Written work in science, religious education, history and geography supports the development of writing skills, as well as the letters to various local businesses the school has connections with.
100. Pupils' responses were always good. Throughout the school the pupils are well motivated and interested in their work. Their personal confidence is high. Pupils show respect for each other's opinions and are keen to tell how they are feeling. There are many opportunities for them to work collaboratively, and they work well independently. For example, during the reading roundabout. Those with special educational needs show enthusiasm for their learning and are well integrated into the literacy lessons. Those with behavioural needs are well managed and there is no disruption to their learning or that of others during the lessons. Their contribution is

well received at the start and plenary of literacy lessons.

101. The quality of teaching is satisfactory overall. Teachers' subject knowledge is secure at both key stages. Teachers' questioning encourages pupils to respond. In a lesson on poetry good use was made of the text to develop ideas of poetic structure and the teacher successfully used the pupils' responses to extend their understanding. A good feature of lessons in Key Stage 1 was the successful way teachers ensured that all the pupils made a contribution. This helped the teacher assess the learning objectives. In one lesson the support assistant maintained a useful record of the pupil interactions to help with a later evaluation.
102. Teachers plan their work effectively. Most teachers work from detailed weekly planning that identifies the learning targets as well as the activities for each group. Grouping arrangements are flexible and determined both by pupils' reading ability as well as writing skills. Support from assistants or volunteers is particularly well targeted to meet the needs of the group or to support individuals. Objectives are clear to helpers and the requirements of individual education plans are clearly understood. The classes are very well managed allowing pupils to work well independently and in pairs. The organisation of a reading roundabout was effective in promoting a range of reading skills whilst giving the teacher an opportunity for group reading. Teachers choose resources carefully. A selection of poems for use by groups matched well to pupils' reading ability meant that all pupils could make good progress towards the lesson objectives. A lesson on using commands made good use of variety of strategies including sequencing pictures, text or developing notes completed as part of homework.
103. Very good relationships have developed between support assistants and those with special educational needs and this has a positive impact on their progress. All teachers have a good understanding of pupils' needs and oral feedback encourages individuals to improve their reading and writing skills. Targets are set for groups of pupils but these are not followed through when teachers mark or intervene in pupils' work. Marking is used to highlight and identify incorrect spelling but it is not helping pupils develop their grammar or punctuation skills, particularly in Key Stage 1. For example, a target of five sentences is not evident when teachers mark a long piece of text. "Well done" or "lovely writing" is liberally used when the work is either untidy or grammatically incorrect. Some pupils are unsure as to what they have got right or how to make it better, for example through redrafting. Unsatisfactory presentation and handwriting is frequently left uncorrected.
104. Homework is used well to provide spelling practice. It is organised very well with pupils having their own spelling lists and targets. At Key Stage 1 regular reading is also supported effectively through the home-school reading book. Older pupils enjoy the opportunity to carry-out research at home which is then used in class. A regular time is now set for older pupils to read or write at home.
105. Curriculum planning effectively covers all aspects of language and literacy. Whilst drama is not discretely timetabled there are opportunities during the year for all pupils to take part in presentations and for most to work with professional theatre companies. The school has still to revise its English policy in order to incorporate the National Literacy Strategy. Assessment procedures are adequate. There is a whole-school agreement about what is recorded each term and the use of standardised tests. These provide teachers with useful information. However, there is a lack of a whole-school approach to tracking pupils' development of writing skills, and this affects progress in Key Stage 1.
106. The subject is well managed by the co-ordinator and the school has satisfactorily addressed the issues raised in the last report. A good start has been made on monitoring and evaluating the teaching of literacy and the intensive support by the local education authority is shaping

practice across the whole school. The school's book resources, including those recently acquired to support the teaching in the literacy hour are very good. They are of good quality and written material is supplemented through access to the world wide web and CD-ROMs. The library areas are attractive and particularly well used to support the teaching of literacy.

106. **Mathematics**

107. Pupils enter school with attainment that is close to average in number but below in mathematical language. The 1999 national tests, at the end of Key Stage 1 are above average. At the end of Key Stage 2 results of the pupils are above the national average and when compared to schools of similar characteristics. The school has set realistic targets for numeracy for the next three years and is on line to achieve these.

108. The last inspection identified a need to extend the higher attainers. With the above average results, and higher than average results for the higher levels of attainment in both key stages, the school has addressed this issue very well. Mathematics is still often practically based and pupils make good progress through both key stages.

109. Inspection evidence shows attainment is above average at the end of Key Stage 1. Pupils add numbers to make ten, complete number lines to 30 and measure hand span in pennies and paper clips. They identify odd and even numbers and mentally subtract units from tens and units. Higher attaining pupils estimate and measure length using centimetres, and tell time to quarter past and quarter to the hour.

110. Attainment is above average by the end of Key Stage 2. Pupils find the area of right angled triangles, graph the relationships between the volume and area of different sized cubes using information technology, use mathematical vocabulary such as mean, median and mode and identify congruent shapes. They plot co-ordinates in all quadrants and estimate and then check with a calculator the square root of, for example, 961, draw angles accurately and explore strategies to identify prime numbers.

111. Progress in Key Stage 1 is good. By Year 1 pupils count and order numbers up to as many as 50 and by the end of the key stage pupils subtract tens and units mentally. At the start of Key Stage 2 pupils create simple tallies with the support of a work sheet and graph the most popular fruits in the class. Progress is good throughout Key stage 2. By Year 6 pupils collect data from a beach litter survey and use information technology to compare different ways of presenting the information, for example, with pie, bar and line graphs.

112. There are no targets in mathematics identified for pupils with special educational needs, however, pupils are very well supported and make good progress towards the general targets set for them. Potentially higher achieving pupils are very well supported, particularly at the end of Key Stage 2.

113. Speaking and listening skills are well supported through good quality classroom discussion between pupils, and staff and pupils. Information technology is supported through, for example, the litter survey where pupils compared the effectiveness of the information presented via information technology and other methods. Literacy is also supported through a written discussion of the methodology and what the litter survey showed. Numeracy skills are satisfactorily developed through handling and recording data and in accurate measuring and recording information in science.

114. Pupil's attitudes are good. Presentation of work is adequate. Pupils' behaviour in lessons is good and they concentrate well on the work given. They work collaboratively when required,

for example, discussing work in pairs in Year 2 and independently without continual supervision when discussing the development of strategies to find prime numbers in Year 6.

115. Teaching is good overall with significant strengths in Key Stage 2. No unsatisfactory teaching was seen. The best aspects of lessons were where there were clear expectations for the range of age and ability in the classes, high expectations of pupils' ability and behaviour, the good relationships with the pupils and the good pace in lessons that maintained pupils' interest and motivation. Teachers' subject knowledge is good at both key stages and they use questions to effectively. For example Year 5 pupils devised their own method for converting analogue time to 24 hour clock, whilst those in Year 6 were challenged to discover prime methods using their understanding of factors. The teachers make good use of assessments to group pupils, and ensure that the support is appropriate.
116. The school has successfully implemented the numeracy strategy and lessons follow the pattern required. The school plans appropriately but has yet to refine short-term planning to make the expectations more explicit in the objectives of pupils for each lesson. The assessment procedures for numeracy are in the early stages of development. They have yet to be clearly linked to the short-term planning rather than a review based on the yearly numeracy targets. Resources are adequate and pupils access these easily. The use of computer software is regularly available to support the development of numeracy skills. The subject is well led and there is good use of support staff who make a significant contribution to the pupils' good progress particularly for those with special educational needs.

Science

117. Based on the 1999 teacher assessments, on reaching the end of Key Stage 1 pupils are in line with national averages. At the end of Key Stage 2 pupils are well above the national average. Since the last inspection standards have improved particularly at the end of Key Stage 2 where the number of higher attainers, that is those achieving Level 5, were well above the national average based on 1999 results.
118. At the end of Key Stage 1 attainment is average. Pupils investigate how friction affects objects after they have rolled down a slope. They identify sources of light, record the growth of a bean in diagrams and complete a worksheet relating a range of materials to their properties. By the end of Key Stage 2 pupils' attainment is above average. They use information technology to create a spreadsheet to record data and graph their heart rates. They define a non-conductor recorded as material having no free electrons. They understand that equal and opposite forces are balanced and result in no movement and use a range of vocabulary, such as solubility, suspension, insoluble, dissolved, solution, sediment and solvent appropriately.
119. Pupils make good progress in Key Stage 1 and very good progress in Key Stage 2. For example pupils in Year 1 make simple observations and label their own drawing of parts of the body and sort foods into those they like and dislike. By the end of the Key Stage 1 pupils create simple circuits, know that electricity is needed to make a bulb work and record the conditions needed to make the circuit work. By the end of Key Stage 2 pupils name the chambers of the heart and track the movement of blood through the heart, lungs and the body. They know that blood carries oxygen and food to the muscles and that it also carries carbon dioxide to the lungs to be expelled.
120. There are no targets in science identified for pupils with special educational needs, however, pupils are very well supported and make good progress towards the targets generally set for them. Potentially higher achieving pupils are very well supported and extended by the headteacher, particularly at the end of Key Stage 2.

121. Literacy is supported through recording of investigations and discussion of results as well as recording of factual information and labelling of diagrams. For example Year 1 pupils label parts of the body and Year 6 compare the structure of veins and arteries. Information technology is used to record data in spreadsheets and to graph heart rate and the results of a litter survey. Science uses mathematics to, for example, measure, record and graph the effect of friction.
122. Pupils' attitudes are good. For example, in Year 2 pupils raise questions to investigate, share resources and collaborate when using equipment. In Year 6 pupils discuss their work with each other, listen well, collaborate, are conscientious and enjoy learning through practical work.
123. In the two lessons seen in both key stages, teaching was good. The best features were good knowledge and understanding that enabled teachers to structure questions that challenged pupils with high expectations with opportunities to work at least one level above that expected. Pupils were managed well and given opportunities to work independently. However, some expectations of the quality of recording were low.
124. The school uses the local education authority scheme of work but are incorporating the Qualification and Curriculum Authority's exemplar scheme where this is appropriate. Long and medium-term planning is sound but short-term planning lacks clear expectations within the objectives to ensure all pupils are appropriately challenged. Overall assessment is satisfactory but there is a lack of ongoing records to ensure pupils are making appropriate progress. The school is addressing this through adopting the Qualification and Curriculum Authority's expectations for each topic but this is in the early stages of development. The subject is well co-ordinated by headteacher who is very knowledgeable and enthusiastic. The support staff have become more confident to support science and their involvement is a significant factor in the good progress that pupils make. Resources are satisfactory and good use is made of the local environment and residential visits.

124. **OTHER SUBJECTS OR COURSES**

124. **Information technology**

125. Overall standards in information technology are average. There are some areas that are particular strengths and where the above average standards reported in the last inspection have been maintained. Standards in all strands of information technology are above average at the end of Key Stage 1. At the end of Key Stage 2 attainment in the strand of communicating and handling information is above average and the range of pupils' competencies includes the use of the Internet. Pupils' attainment in the strand relating to control, monitoring and modelling is below average at the end of this key stage.
126. Pupils make good progress throughout Key Stage 1 in using information technology equipment to communicate and handle information and for control and modeling. The very youngest pupils position the cursor at different points in the text and use both the shift key and the uppercase key to alter letter case. The youngest instruct the computer to print and close down the computer systematically. Year 2 pupils change the size of the font and have learnt how to copy text and alter its position. Pupils by the end of Key Stage 1 give simple commands to a robotic toy competently.
127. Pupils continue to make good progress in communicating and handling information. Pupils use the Internet and CD-ROM to produce booklets and pamphlets on Italy, making selections

between which is the most suitable source of image. They import text and picture files into their work and communicate by e-mail, on tape and photographs. They use a data package to help interpret the results of a health study, checking and evaluating the data. Pupils have a good understanding of how information technology tools and information sources can help them in their work. Progress in control, monitoring and modelling is unsatisfactory towards the end of Key Stage 2 and they do not build on the skills attained earlier. Subject expertise is good in Key Stage 2 but there are insufficient resources available in the school to systematically meet the requirements.

128. Pupils are very enthusiastic about the use of information technology. Many carry out work at home on their computers and bring this in to help them at school. A number of former pupils return to school to make use of the computers and the information held in them. The very young children often come in early to use the educational games programmes before school starts. The challenge to use technology is received well and the pupils are proud of the quality and range of equipment they have in school. Pupils work well independently and with the support they receive from assistants.
129. A lesson was observed at each key stage, and other adults were also observed working alongside pupils. Overall teaching is good. Subject knowledge and expertise are good at Key Stage 2 and satisfactory at Key Stage 1. Teachers have high expectations that pupils will work independently to consolidate and use their skills. Work is very well planned and very good use is made of the learning support assistants who are well briefed.
130. Pupils with special educational needs have equal access to the computers and tape recorders. The use of and suitability of software is currently under review by the newly appointed special educational needs co-ordinator.
131. Information technology is well organised by a very knowledgeable co-ordinator. The involvement of the school in the RADICAL project has provided the school with additional funding for resources and training as well as opportunities for pupils to apply their skills. This benefits the staff and pupils. Information communication technology is now an integral part of the school life, enriching pupils' experiences in other areas of the curriculum. The school has a comprehensive scheme of work linked to its assessment procedures. All pupils' skills are now regularly tracked, and their progress monitored, through the use of a recording sheet, which they are encouraged to complete themselves. With the exception of resources for control, monitoring and modelling, the resources are good in number and quality.

Religious education

132. Attainment at the end of Key Stage 1 and 2 are in line with the locally agreed syllabus and progress is satisfactory. However the minor issues raised regarding the provision of artefacts, raised at the previous inspection have not been addressed. These were, lack of religious artefacts to support the curriculum and underuse of the museum service.
133. Year 2 pupils reflect on 'what other people do for us' for example, mum and dad look after us and grandparents spoil us. God and angels support us and the vicar is chosen by God and christened us. A few pupils are aware that Godparents help if anything happens to prevent parents looking after them and most are aware of the police, doctors and nurses and life guards.
134. By the end of Key Stage 2 pupils know that Abraham was a leader, prophet and father of Judaism. They are aware the Abraham left Egypt as part of a dispute and that disputes exist today and give real examples from the village. They know that Genesis is part of the Old Testament and that the new testament is about the life of Christ and what happened afterwards.

Year 6 pupils describe examples of spirituality that are significant to them and design their own rules for living.

135. Progress in both key stages is satisfactory and demonstrated by pupils' increased ability to appreciate that there are a wider range of beliefs and, for example, Abraham is considered father of Judaism. Pupils are able to make comparisons between Christianity and other religions.
136. Although those pupils with special educational needs do not have targets that are specific to religious education, they are very well supported by support staff who ensure pupils have full access to the curriculum.
137. Religious education makes a significant contribution to literacy through, for example, discussion and recording of accounts of Bible stories and listing of the commandments for Judaism. Pupils read and write their own prayers which are recited with feeling.
138. Pupils' attitudes to the subject are good. When in groups Key Stage 1 pupils listen well, discuss constructively and are willing to listen to and share their ideas with others. At Key Stage 2 pupils have positive attitudes, are interested and willing to be involved in collaborative group work.
139. In the two lessons observed the teaching was satisfactory. Positive aspects seen were where good knowledge and understanding were used to encourage discussion and draw parallels of life in Abraham's time to today, good management of pupils and good relationships between teachers and pupils.
140. The current co-ordinator has just taken responsibility for the subject and is awaiting a review of the agreed syllabus by the local education authority. There is an inadequate range of artefacts and insufficient use is made of the local museum service, church or vicar to support the curriculum. However good use is made of the local adviser to take a Jewish assembly.

Art

141. It was not possible during the inspection to see any art being taught. However, from a scrutiny of evidence and interviews with staff and pupils, attainment is in line with expected levels for pupils of this age in both key stages with some good work at Key Stage 2. Standards have been maintained since the last inspection. The school is using the Cornwall planning document to ensure there is progression of skills but does not monitor pupils' progress.
142. In Year 2 pupils study and paint in the style of Monet and visit the Barbara Hepworth Museum and the Cornwall Tate Gallery of modern art. They understand that Monet did not use lines and use a good range of material, for example, paint to create pictures in the style of Monet, pencil to create sketches of parts of the local park, pastels for still life and use clay to make models of food. For Easter pupils decorate eggs and use leaves for printing.
143. Year 5 pupils also visit the local Tate Gallery and Barbara Hepworth Museum and paint with good effect pictures in the style of Monet. They also study and paint in the style of Rembrandt, Lowrey, and Picasso. They sketch well using different grades of pencil, paint water colours and work with a visiting sculptor to create a sculpture for the school environmental area. Pupils also use clay to make simple pots and create sand sculptures when visiting St Ives.
144. Pupils make sound progress. Their drawing skills are more clearly developed in Key Stage 2, they are able to show the effect of light and shade using pencil, give a clearer representation of

the styles of a range of artists and styles and times for example, the Egyptians.

145. Pupils with special educational needs do not have specific targets for art but they are well supported to ensure they have full access to the curriculum.
146. Literacy is supported through pupils' imaginative interpretation of literature, for example, 'The Hobbit' in Key Stage 2. The three-dimensional representations of pots and relief emphasise mathematics and pupils use information technology to research the lives and works of different artists.
147. From interviews with pupils their attitudes to art are good. They are motivated by the visits to museums and art galleries and the range of materials used, for example, wood, sand and paint. They enjoy opportunities to use art to support other subjects, for example, literacy and history.
148. As no teaching of art was seen during the inspection it is therefore not possible to make a reliable judgement relating to the teaching of the subject. However resources are adequate and the Cornwall scheme of work ensures adequate coverage of the subject.
149. The school is in the early stages of developing a system to monitor pupils' progress and retains an extensive portfolio of pupils' work in Key Stage 2 as an evidence base. The subject is well led and good use is made of visits and visiting artists and parental expertise in water colour painting is used to develop pupils' skills.

Design and technology

150. It was not possible during the inspection to see design and technology being taught. However, from a scrutiny of evidence and interviews with staff and pupils, attainment is in line with expected levels for pupils of this age in both key stages. Standards since the last inspection have been maintained and pupils have experience of using a satisfactory range of materials.
151. Year 2 pupils design and make simple greenhouses and test their effectiveness by growing tomatoes in them. They record the tools used and are aware of safety when, for example, using saws. Pupils evaluate the materials and their properties, relate these to purpose, and are able to discuss how effective the completed greenhouses are.
152. Year 5 pupils in preparation for their residential camp, research, design, test materials and record the making of a model bivouac. While on camp pupils make a scaled up full sized version in which they spend one night and then complete written evaluations of the effectiveness of the design and choice of materials.
153. Progress in both key stages is satisfactory. In Key Stage 2 this is by the improved recording skills used by pupils. Pupils' plans become clearer; demonstrating an understanding of the suitability of materials for their purpose and in their use of models and prototypes before completing full sized models. Written evaluations are increasingly detailed and evaluate the effectiveness of the finished product.
154. Pupils with special educational needs do not have targets that are specific to design and technology as the main emphasis of individual education plans is literacy. Pupils are supported well by being given many opportunities to demonstrate success and to ensure they have full access to the curriculum.
155. Design and technology supports literacy through discussion and verbal reporting to the class of

their evaluations of artefacts, for example, the greenhouses at Key Stage 1 and the listing and written evaluations at Key Stage 2. Mathematics is supported through measuring to ensure accurate construction of the greenhouses at Key Stage 1 and the scaling of the model bivouac to the full sized version at Key Stage 2. Little use is made of information technology.

156. From interviews with pupils their attitudes to the subject are good. They like the practical aspects of the subject and the projects that are linked to real situations and Key Stage 2 pupils collaborate well when creating a model of the internal structure of the millennium dome.
157. It is not possible to make a judgement relating to the teaching of design and technology as none was seen during the inspection.
158. The school uses the Cornwall scheme of work and is modifying this to make the links between science and design and technology clearer, and are incorporating the Qualification and Curriculum Authority's exemplar scheme of work. Pupils' progress is recorded through the completion of the National Curriculum Programmes of Study. However, the school is developing a simple assessment and recording system based on the Qualification and Curriculum Authority's expectations to ensure there is clear record of progress which can be used to plan the development of pupils' knowledge, understanding and skills more accurately. The subject is well led by the headteacher and very good use is made of visitors, for example, Ron Ayers, the designer of World land speed record Thrust SSC. His visit stimulated a wide range of work supporting literacy, numeracy, science and design and technology.
158. **Geography**
159. It was possible to observe one lesson, scrutinise a range of work from both key stages and hold discussions with pupils in Key Stage 2. Standards are what would be expected at both key stages. Pupils made good progress in the lesson observed. Strong features are the use of field trips and residential visits in developing geographical skills and themes.
160. In Key Stage 1 they use simple maps linked to walks around the locality and use their own symbols to identify the main physical and human features on the map. Pupils in Key Stage 2 use an appropriate vocabulary to describe rivers and interpret a range of maps. They produce reports on their field work, noting fluctuations and changes in the weather depending on wind direction as well as the features passed on a walk around the residential centre. Pupils took part in surveys of their school grounds and made detailed recommendations that have since been implemented. They are fully involved in managing the use of their environment both through the children's committee and the gardening club. Most of the pupils at the school have taken part in tree planting initiatives that have enhanced and improved the local environment.
161. Pupils have positive attitudes towards geography. They are enthusiastic about the residential visits. They were very well behaved during the lesson observed, co-operating fully with each other in completing the map.
162. The teaching observed was very good. The lesson which comprised of a guided walk through the village, was very well planned and organised. The opportunities to discuss features of human settlement and the impact this has on the physical environment were clearly identified. Good links were made with pupils' previous learning about the Victorians. The teacher demonstrated very good knowledge about the land use of the locality and imparted this through some very good questioning. Pupils were regularly asked to explain or justify their thinking. For example pupils gave a number of well argued reasons for the siting of the public house.
163. The school follows the local authority scheme of work and supplements this at Key Stage 2,

with residential visits. There is good coverage of the geographical themes but no recent study of a contrasting localities due to reduced time for geography. The well-qualified co-ordinator has plans to re-assess this element of geography content in the year 2000 and has links with a school in Holland.

164. Literacy strategies are developed through the use of information books and written accounts. The pupils made use of the Internet to explore weather statistics for Italy and use various information programmes that provide aerial photographs. The development of numeracy is supported through the use of real data from surveys, opinion polls and analysis of data. Assessment is informal and an overall judgement about skills attainment is made at the end of the academic year.

History

165. It was not possible during the inspection to see any history being taught. However from a scrutiny of evidence and interviews with staff and pupils standards are what would be expected at both key stages. Standards have been maintained since the last inspection, however, systematic recording of pupils' work is still limited.
166. Pupils in Key Stage 2 study the Victorians. They consider secondhand sources, such as newspapers relating the fire in the local church and visit the local church yard to identify people who died during Victorian times. Pupils visit museums to compare life now with Victorian times, for example, dress, jewellery and how children were taught.
167. In Year 5 and 6 pupils studied the Tudors. They know that Henry VIII had six wives and that he broke relationships with the Roman Catholic church but are not clear why. They know that Henry's last wife survived him and gave him a daughter who became Elizabeth I. Pupils create time lines to map the main events during the Tudor period and are aware of significant personalities, such as Drake and his contribution. They compare the differences between punishments when laws were broken in Tudor time and now.
168. Pupils make sound progress. At Key Stage 1 pupils understand events beyond recent memory and are developing a satisfactory understanding of chronology. By the end of Key Stage 2 pupils are able to discuss main events giving reasons. They combine information from a range of sources, for example, Internet, books, CD-ROM and information from visitors, for example, grandparents, a local resident during World War II and an ex-railway man when studying the Victorians.
169. Pupils with special educational needs do not have specific targets for history but they are well supported to ensure they have full access to the curriculum. Teachers take account of their literacy targets when planning for history.
170. Literacy is supported through the development of pupils' research skills and the combining of information for presentation. Pupils' creation of time lines to emphasise the passing of time over centuries contributes to their development of numeracy. Pupils' good use of, for example, the Internet and CD-ROM for research, develops their understanding and use of information technology.
171. From interviews with pupils their attitudes to history are good. They are motivated by the research and visits, particularly when related to their own area and are confident to discuss their work with visitors.

172. As no teaching of history was seen during the inspection it is not possible to make a judgement relating to the teaching of the subject. The Cornwall scheme of work ensures that skills and knowledge are taught progressively. The school is also incorporating the Qualification and Curriculum Authority's exemplar scheme to monitor pupils' progress more systematically. The subject is well led and good use is made of visits, visitors and the Local Education Authority museum service.

Music

173. One lesson was observed in Key Stage 1, and discussions were held with pupils from Year 6. The music curriculum is broad and balanced. Pupils attain the standards expected for their age and the progress made in the lesson observed was good.

174. At Key Stage 1 pupils sing tunefully and are aware of pulse. They respond to different rhythms and keep time together. They made good progress in the performance of a march. Key Stage 2 pupils sang with good emphasis on dynamics. The group of three Year 6 pupils sang with good quality varying the timbre and the texture of the song. They accompanied each other with a range of percussion using appropriate musical structure. Older pupils use graphic notation whilst higher attaining pupils write on staves.

175. Pupils enjoy music and music making. Often they use their playtimes to compose or practice for a later performance. The older pupils are eagerly awaiting the outcome of their entry to the millennium anthems competition. Younger pupils all participated in the action songs and used the musical instrument responsibly. They listened attentively to the sounds produced by the old record player. Those with special educational needs play a full part in the singing during assembly.

176. The teaching observed was very good. The teacher was well prepared and the lesson was carried out at a lively pace. There was a very good structure to the lesson with pupils involved in singing action songs and performing using the instruments. Opportunity was provided for pupils to listen to music reproduced by an old wind-up 78. The teacher's own subject knowledge is effective in helping pupils to identify and respond to the dynamics of the songs. The teacher had high expectations of behaviour and participation.

177. The curriculum is well planned to meet the needs of different abilities and this is an improvement on the previous inspection findings. The scheme of work is based around a television programme and other opportunities are provided. Pupils regularly compose music for presentations following residential visits or to support their project work. Resources are sufficient and easily accessible for pupils. An effective working relationship is established with a local theatre group which involves pupils in music and drama.

177. Physical education

178. As only one lesson in each key stage was during the inspection it is not possible to make an overall judgement on pupils' achievements in physical education. However in the lessons seen pupils' attainment was above that expected in Key Stage 1 and in line with those expected at Key Stage 2. Standards have been maintained since the last inspection and the school now use the Cornwall planning document to ensure all areas of physical activity are systematically provided.

179. *The inspection of this school included a focused view of swimming which is reported below.* It was not possible to observe a swimming lesson and form a judgement on the quality of teaching. A scrutiny of swimming records of this year's pupils and pupils who left the school last year show that all pupils achieved the expected standard. More than half of the pupils go

on to complete personal survival awards and most are competent in swimming long distances. The school is committed to teaching swimming and water safety to pupils in both key stages. All pupils receive the support necessary to take part in swimming on 24 occasions each year, from a qualified swimming instructor. The provision for swimming is good and good records are maintained.

180. Year 2 pupils practise skills to make good progress in jumping. They work with care and concentration to create a simple jumping sequence in pairs to demonstrate their ability to jump with a range of poses and land with control.
181. Year 6 pupils repeat movements, co-operate well in groups and sustain energetic activity over significant periods of time. Pupils discuss their work and the reasons for warming up. In a lesson observed they talked about the need to flex muscles and joints before any activity that will put the body under stress.
182. There is insufficient evidence to identify progress through each key stage, however pupils at Key Stage 2 have developed greater control, swim further and have greater understanding of, for example, the reasons for changes in heart and breathing rates.
183. Pupils with special educational needs make good progress. They do not have individual targets set for physical education but are very well supported to ensure they have appropriate access to the curriculum.
184. Physical education makes a contribution to literacy through discussion of work, for example, the Year 2 pupils make simple judgements on each other's performances expressing their preferences. Mathematics and information technology are supported through pupils recording their heart and breathing rates on spreadsheets to plot changes during rest, activity and return to normal over time.
185. Pupils' attitudes are good. They listen and behave very well which makes a considerable contribution to their progress. Pupils are enthusiastic, enjoy the physical activity and work individually, co-operatively and collaboratively when required.
186. Too few lessons were seen to make a secure judgement on the teaching of physical education. However, there was no unsatisfactory teaching and there were many good aspects, for example, good knowledge and understanding to teach the development of skills in incremental steps, high expectations of behaviour and performance, good relationships between staff and pupils, very good pace and very good management of pupils.
187. The subject is well managed. The co-ordinator is knowledgeable and has a clear view of future developments, for example, implement the recent review of the scheme of work including the 'Top Sport' scheme. The school has good resources and makes very good use of residential courses to support orienteering, and outdoor pursuits, for example, canoeing. Extra-curricular activities are of good quality and include, football, netball, 'Unihoc', country dancing and cricket. The community football team and the school netball team is coached by experienced parents.

187. **PART C: INSPECTION DATA**

187. **SUMMARY OF INSPECTION EVIDENCE**

188. The team consisted of three inspectors, including a lay inspector, who spent a total of seven inspector days in school. The inspection team:

- spent 19 hours observing 34 lessons and 9.4 hours reviewing pupils' work;
- attended four registration sessions;
- attended three assemblies ;
- had lunch with pupils;
- observed pupils' arrival and departure from school and during playtimes;
- observed all teachers teaching literacy and numeracy;
- had discussions with the headteacher, teaching and non-teaching staff, and with members of the governing body, and also with pupils and parents;
- reviewed all available written work of a representative sample of three pupils from each year group and heard these and other pupils reading;
- held informal discussions with pupils on the subjects of history, information technology, music and design and technology as well as matters relating to their personal development and welfare;
- analysed documentation provided by the school;
- held a meeting with 14 parents and considered 37 responses from parents to a questionnaire asking about their views of the school.

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	67	5	24	11

Teachers and classes

Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent):	3.7
Number of pupils per qualified teacher:	18

Education support staff (YR - Y6)

Total number of education support staff:	7
Total aggregate hours worked each week:	127

Average class size in the school

Average class size:

22

Financial data

Financial year:

1998 - 1999

	£
Total income	164,539
Total expenditure	161,736
Expenditure per pupil	2,311
Balance brought forward from previous year	12,115
Balance carried forward to next year	14,918

PARENTAL SURVEY

Number of questionnaires sent out: 50
Number of questionnaires returned: 37

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	35	51	11	3	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	57	38	3	3	0
The school handles complaints from parents well	17	49	29	6	0
The school gives me a clear understanding of what is taught	14	59	16	8	3
The school keeps me well informed about my child(ren)'s progress	22	68	8	3	0
The school enables my child(ren) to achieve a good standard of work	22	72	6	0	0
The school encourages children to get involved in more than just their daily lessons	46	46	8	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	17	47	17	11	8
The school's values and attitudes have a positive effect on my child(ren)	49	51	0	0	0
The school achieves high standards of good behaviour	44	56	0	0	0
My child(ren) like(s) school	62	32	3	3	0

Other issues raised by parents

The views of parents of pupils who left the school at the end of the last academic year were sought. At that time homework was infrequent. The school has satisfactorily addressed this issue. The inspector received a number of written comments in the main praising the work of the school and the teachers. Some parents felt that there should be more information on the topics being undertaken. The school provides this information to parents at the start of each academic year. Some parents were also concerned that no record was kept of pupils' use of the computers. This had already been addressed well by the school before the start of inspection.