

INSPECTION REPORT

St Teath Primary School
St Teath

LEA area: Cornwall

Unique Reference Number: 111937

Headteacher: Mr G Dunn

Reporting inspector: Mr B Mahoney
18175

Dates of inspection: 11 – 13 October 1999

Under OFSTED contract number: 707102

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

Type of control: County

Age range of pupils: 4 – 11 years

Gender of pupils: Mixed

School address: North Road
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Appropriate authority: The Governing Body

Name of chair of governors: Mrs A Perisic

Date of previous inspection: October 1995

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Barrie Mahoney, RgI	Mathematics Science Areas of learning for children under five Information technology Physical education Music	Attainment and progress Teaching Leadership and management Efficiency of the school
Philip Andrew, Lay Inspector		Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and the community Staffing, accommodation and learning resources The curriculum and assessment Pupils' spiritual, moral, social and cultural development
Kay Cornish	English Design and technology History Geography Art Religious education Special educational needs Equal opportunities	

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MAIN FINDINGS

What the school does well

- There is good quality teaching throughout the school.
- The headteacher and governing body provide good leadership and management.
- There are very good relationships across the school, with parents and the local community.
- There is good provision for pupils with special educational needs.
- There is good provision for the moral and social development of pupils.
- All the staff work well as a team and give good support to pupils.

• Where the school has weaknesses

- I. The limitations of the accommodation inhibit the full implementation of the National Curriculum.
- II. There are limited opportunities for extended writing across the curriculum, and the presentation of work, particularly in Key Stage 2, is unsatisfactory.
- III. The marking policy is inconsistently applied across the school.

The school has more strengths than weaknesses. The governors' action plan will set out how the weaknesses identified during the inspection as to be tackled. The plan 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 maintained satisfactory standards of the pupils' attainment overall since the previous inspection. The governors' action plan has successfully addressed most of the key issues identified in the previous inspection report. There are schemes of work for all areas of the curriculum, which is an improvement since the previous inspection. All the pupils make good progress with their reading relative to their abilities, and there are appropriate strategies for recording the pupils' achievements, which is an improvement since the previous inspection. All the pupils are making satisfactory progress in mathematics according to their abilities, and resources are appropriately used, which is an improvement since the previous inspection. Health and safety issues identified in the previous report have been satisfactorily addressed.

Concerns were expressed in the previous report, relating to the pupils' handwriting skills, where there was under achievement. The pupils' unsatisfactory presentation of their work, and their handwriting skills remain a concern.

The school has made good improvement overall since the last inspection, and is in good position to improve standards further.

• **Standards in subjects**

This table shows the standards achieved by 11 year olds in 1998 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
English	*C	*C	<i>average</i>	C
Mathematics	*C	*D	<i>below average</i>	D
Science	*C	*D	<i>well below average</i>	E

***The comparative grades given should be disregarded due to the very small number of pupils tested.**

The small numbers of pupils tested at the end of each key stage should not be compared to national comparative data. However, the school's test results and teacher assessments in 1998 indicate that at the end of Key Stage 2 standards in English, mathematics and science are in line with national averages. The school's 1999 test results indicate that standards are improving, especially in mathematics and science.

Inspection findings conclude that the attainment of the pupils in Key Stage 1 is just above expectations in English, particularly in speaking and listening, and in line in mathematics and science. Inspection findings also conclude that the attainment of the pupils in Key Stage 2 is in line with expectations in English, mathematics, and science. The attainment of the oldest pupils at the time of the inspection is above the expectations of the agreed syllabus in religious education, and is also above national expectations for information technology.

Overall, the average standards of attainment identified in the last inspection report have been maintained.

• **Quality of teaching**

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Good	Good	Satisfactory
Mathematics	Good	Satisfactory	Satisfactory
Science	Not applicable	Satisfactory	Satisfactory
Information technology	Not applicable	Good	Good
Religious education	Not applicable	Insufficient evidence	Good
Other subjects	Good	Good	Good

Teaching is satisfactory or better in 100 per cent of lessons observed, and very good or better in 18 per cent of lessons.

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

· **Other aspects of the school**

Aspect	Comment
Behaviour	Good. Most pupils behave well in lessons and around the school.
Attendance	Satisfactory. This provides a firm base for pupils' attainment and progress. Pupils enjoy coming to school.
Ethos*	Good, particularly in pupils' attitudes to work and their relationships with other children and adults.
Leadership and management	Good. The headteacher provides good leadership. The governors are highly committed and supportive.
Curriculum	Satisfactory. The school offers all pupils equal access to a broad, balanced and relevant curriculum, apart from the accommodation inhibits aspects of it.
Pupils with special educational needs	Good provision. Pupils make good progress throughout the school.
Spiritual, moral, social & cultural development	Good, particularly for moral and social development.
Staffing, resources and accommodation	Satisfactory overall. However, the accommodation restricts elements of the curriculum provision.
Value for money	The school provides sound value for money.

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

· **The parents' views of the school**

What most parents like about the school

- IV. Parents play an active part in the life of the school.
- V. Parents find it easy to approach the school with problems or questions.
- VI. The school's values and attitudes and these have a positive effect on children.

What some parents are not happy about

- VII. The way in which some complaints are handled
- VIII. Information about pupils' progress.
- IX. A small number of parents believe that the school

Inspectors agree with the parents' positive views. Inspectors also agree that the older pupils are given insufficient homework. There was no evidence to substantiate a small number of comments about the way in which complaints are handled. Inspectors find that the complaints procedures are satisfactory. Inspectors disagree with the parents' comments regarding lack of information concerning pupils' progress. There are ample opportunities for parents to be fully informed about pupils' progress, both written and informal.

·

KEY ISSUES FOR ACTION

In order to improve the standard of education for the pupils, the headteacher, staff and governors should focus upon the following key issues:

1) Improve the quality of written work by:

providing more opportunities for all pupils to write at length;

ensuring that pupils improve their handwriting and presentation of their work.

2) Ensure that the marking policy is consistently applied throughout the school, in order to encourage pupils, and inform them about ways to improve their work.

In addition to the key issues above, the following less important issues should be considered for inclusion in the action plan by:

X. ensuring that co-ordinators have suitable opportunities to monitor standards in their subjects;

XI. ensuring that every effort continues to be made to improve the quality of accommodation, and to raise awareness of its impact upon pupils' learning, particularly gymnastics and opportunities for the development of personal study skills;

XII. improve the supervision of pupils at breaktimes and lunchtimes;

XIII. review the quality of collective acts of worship, to include appropriate opportunities for quiet, stillness and reflection;

XIV. develop a common system for recording investigations in science.

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· **INTRODUCTION**

· **Characteristics of the school**

1. St Teath Primary School is situated in a rural area of North Cornwall, close to the town of Camelford. There are 55 full time and four part-time pupils on roll, which is small when compared with the size of primary schools nationally. The majority of pupils come from a variety of housing in the local area. The school provides accommodation of variable quality on a pleasant site.
2. The school is arranged in three mixed-ability classes, representing the four to eleven year age range. There are eight pupils on the school's register of educational needs, two pupils are identified as having special educational needs at levels three to five of the Code of Practice, with one pupil having a statement of special educational needs.
3. There are 14 per cent more girls than boys on the school roll. There are no pupils from minority ethnic backgrounds. Most pupils start school with some pre-school experience, and the pupils' attainment upon entry to the school is broadly average. The socio-economic circumstance of pupils is broadly average, with over five per cent of pupils known to be eligible for free school meals.
4. The school's aims are to:
 - improve the quality of accommodation by removing the hutted buildings and replace with a purpose built block;
 - continue to improve the quality of curriculum monitoring, curriculum coverage and the quality of teaching;
 - continue the programme of curriculum development;
1. The school's priorities are to:
 - complete the purchase of the field behind the school;
 - improve the monitoring of literacy, numeracy and science;
 - facilitate the introduction of the revised National Curriculum

· **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 (1998)	7 (2)	4 (4)	11 (6)

National Curriculum Test/Task		Reading	Writing	Mathematics
Results				
Number of pupils at NC Level 2 or above	Boys	5 (1)	4 (1)	6 (1)
	Girls	4 (3)	4 (2)	4 (3)
	Total	9 (4)	8 (3)	10 (4)
Percentage at NC Level 2 or above	School	82 (80)	73 (60)	91 (80)
	National	82 (80)	83 (81)	87 (84)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	4 (1)	5 (1)	7 (1)
	Girls	4 (3)	4 (3)	4 (3)
	Total	8 (4)	9 (4)	11 (4)
Percentage at NC Level 2 or above	School	73 (80)	82 (80)	100 (80)
	National	82 (81)	86 (85)	87 (86)

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1 Percentages in parentheses 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	3 (3)	7 (4)	10 (7)
	(1998)			

1	National Curriculum Test Results	English	Mathematics	Science
	Number of pupils at NC Level 4 or above	Boys Girls Total	2 (1) 5 (3) 7 (4)	2 (1) 6 (2) 8 (3)
	Percentage at NC Level 4 or above	School National	70 (57) 70 (65)	80 (43) 69 (59)
				3 (2) 6 (2) 9 (4) 90 (57) 78 (69)

1	Teacher Assessments	English	Mathematics	Science
	Number of pupils at NC Level 4 or above	Boys Girls Total	3 (2) 6 (3) 9 (5)	3 (1) 6 (2) 9 (3)
	Percentage at NC Level 4 or above	School National	90 (71) 67 (65)	90 (43) 69 (65)
				3 (2) 7 (3) 10 (5) 100 (71) 75 (72)

1 Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised	School	6.5
	Absence	National comparative data	5.6
	Unauthorised	School	0.1
	Absence	National comparative data	0.5

1

1 Exclusions

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

1 Quality of teaching

Percentage of teaching observed which is:		%
	Very good or better	18
	Satisfactory or better	100
	Less than satisfactory	0

.....

2

Percentages in parentheses refer to the year before the latest reporting year

1 **PART A: ASPECTS OF THE SCHOOL**

1 **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

1 **Attainment and progress**

1. Overall, the average standards of attainment identified in the last inspection report have been maintained. Due to the very small numbers of pupils undertaking national tests at the end of both key stages, national comparative data should be disregarded.
2. The school's test results and teacher assessments in 1998 indicate that at the end of Key Stage 1 standards are well below the national average in reading, writing and mathematics. The school's 1999 national test results indicate that standards have improved in reading and writing, and have made significant improvement in mathematics.
3. At the end of Key Stage 2, national test results in 1998 indicate standards in English, mathematics and science are in line with national averages. The school's 1999 national test results indicate that standards are improving, especially in mathematics and science.
4. The narrow range of attainment measured by baseline assessment shows that children's attainment on entry is average. All children aged under five, including those with special educational needs, make good progress and broaden and consolidate their knowledge in all six areas of learning, including personal and social development, so that at the age of five their attainment meets that expected for their age.
5. Inspection findings conclude that the attainment of the pupils in Key Stage 1 is just above expectations in English, particularly in speaking and listening, and in line in mathematics and science.
6. Inspection findings also conclude that the attainment of the pupils in Key Stage 2 is in line with expectations in English, mathematics, and science. The attainment of the oldest pupils at the time of the inspection is above the expectations of the agreed syllabus in religious education, and is also above national expectations for information technology.
7. No comparisons are made in this report between boys and girls because of the small size of the cohort, and the need to preserve confidentiality about pupils' individual performances.
8. Standards in literacy are broadly satisfactory. However, there are insufficient opportunities for pupils to develop their skills across all subjects of the curriculum, and opportunities in lessons are often missed. Numeracy skills are developed satisfactorily in other lessons, such as measuring in science.
9. Inspection findings show the pupils' attainment in English is above expectations overall in Key Stage 1, and in line with expectations overall in Key Stage 2. There is a strong underlying trend for improvement in English overall. The pupils' attainment in speaking and listening is above national expectations in both key stages. The pupils' attainment in reading is above expectations in both key stages. Writing standards in Key Stage 1 are broadly in line with expectations. However, standards in writing in Key Stage 2 are below expectations. There are weaknesses in handwriting and presentation throughout both key stages.
10. In mathematics, inspection findings show that attainment in both key stages is in line with expectations. Standards of numeracy are satisfactory across both key stages. Most pupils can carry out mental calculations, but some pupils show less confidence in discussing their mathematical work. Many pupils in Key Stage 1 have a sound understanding of place value and can demonstrate a good understanding of

number skills. Many younger children have a good understanding of space and shape, and can identify basic symmetry of two-dimensional shapes. In Key Stage 2, the older pupils display good data handling skills, using tally charts and graphs to illustrate data they have collected. Measuring skills are sound and most pupils can use a range of units of length, mass, time and money competently.

11. In science, inspection evidence concludes that the pupils' attainment in both key stages is broadly in line with expectations. Most pupils have a sound knowledge and understanding of scientific facts and ideas relating to materials and their properties. For example, they compare and correctly group a set of materials according to their properties. The pupils know the characteristics of living things, and understand that plants require light and water for growth. The pupils are beginning to understand the meaning of a fair test, and they predict what may happen to materials that are heated or cooled.
12. Attainment in information technology by the oldest pupils at the time of the inspection is above national expectations. The younger pupils in Key Stage 1 communicate and handle information effectively and use the mouse confidently to make choices on the display screen. The pupils use the Internet effectively to search for information linked to, for example, their history topic and they download pictures to illustrate their work.
13. In religious education, the attainment of the oldest pupils at the time of the inspection is above the expected levels. Most pupils in both key stages have a secure grasp of simple Bible stories. By helping to prepare for Christian festivals throughout the year, pupils have secure knowledge about the devotional elements and festivals within religion, such as harvest, Nativity, Easter and Diwali.
14. The pupils make satisfactory progress overall, and this has been maintained since the previous inspection. The pupils in Key Stage 1 make good progress in English, design and technology, information technology, geography, art, music, physical education and satisfactory progress in mathematics, science, history, and religious education. In Key Stage 2, pupils make good progress in design and technology, information technology, geography, art, music, physical education and religious education, and satisfactory progress in English, mathematics, science and history. The pupils develop skills appropriately in swimming.
15. In English, the pupils in Key Stage 1 make good progress overall, and the pupils in Key Stage 2 make satisfactory progress overall, although their work is often hindered by unsatisfactory handwriting, and poor presentation of work. Higher attaining pupils make satisfactory progress. They show a good awareness of English in their writing, which is concise in style and informative of factual accounts and descriptions, for example in geography. The pupils with special educational needs make good progress in English overall due to the good additional support they receive. They make good progress in their own individual targets, particularly in reading.
16. In mathematics, most low and average attaining pupils in both key stages make appropriate progress due to satisfactory teaching and effective support. There are opportunities identified in planning to provide extension activities for the most able pupils.
17. In science, the pupils make satisfactory progress in Key Stage 1. The pupils learn about plants and animals, and describe and record their growth; they consider life cycles and environmental issues. The pupils' progress in Key Stage 2 is satisfactory, and pupils are given a wide range of opportunities to extend their knowledge and skills as they move through the key stage.
18. In information technology, the pupils make good progress throughout both key stages. The school has identified a suitable scheme of work of skills to be covered by each year group to ensure coverage and progression, and this is already helping to raise standards in keyboard skills and in communicating information. The pupils are given the opportunity to use computers regularly throughout the school day.
19. In religious education, the pupils make satisfactory progress in Key Stage 1, and good progress in Key

Stage 2. The pupils learn new facts, and have a satisfactory understanding of how people live their lives.

20. The progress of the pupils with special educational needs is good overall, particularly for reading, art, design and technology and music. The school identifies pupils with learning difficulties early and produces individual education plans of good quality in order to improve pupils' basic skills in reading, writing and mathematics. The pupils often attain accomplished standards in art, design and technology and music. They make good progress in their knowledge of the alphabet and in building up words, using phonic strategies.

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

21. The school has maintained the good standards of behaviour and positive attitudes, which were reported at the last inspection. This is the result of the continuing efforts of all the staff, governors, parents and particularly the pupils, who respond positively to the ethos of the school.

22. All pupils show an interest in their work and most concentrate well in lessons. There are few opportunities for the pupils to become involved in personal study, mainly due to the restrictions of library accommodation.

23. Children under the age of five achieve what is expected for this age, and they make very good progress through varied and well-structured opportunities to work, plan and co-operate with others. They are responsive, interested in what they are doing, and most are able to concentrate and persevere in their learning and are well behaved.

24. Inspection findings show that all pupils are motivated, interested in their learning and well behaved. There were no incidences noted of unsatisfactory behaviour in lessons, and in 90 per cent of lessons the attitude and behaviour of the pupils was good. There were no incidences of exclusions in the previous two years. The behaviour and positive attitudes of the pupils in the classroom have a positive impact upon the pupils' learning.

25. The relationships of the pupils to each other and to the adults in the school are very good. The pupils work well together in the classroom, have a friendly and co-operative attitude at lunchtime, and in preparing the hall and in clearing away after lunch. The pupils are happy and confident in talking to visitors to the school. There is a limited range of duties to be undertaken; for example, in the library and these are carried out in a cheerful manner. The pupils take part in a range of community activities that enhances their opportunities for learning. The pupils listen well to adults and to each other, and show respect for the beliefs and values of others.

26. The attitudes of pupils with special educational needs are positive in lessons. They are well integrated into all aspects of school life. The pupils respond well to praise and encouragement given by staff, and have good relationships with adults and other pupils. They are courteous, trustworthy and show respect for the school's and other people's property.

27. The pupils show initiative, both in the classroom and around the school and enjoy taking responsibility for parts of school life; for example, preparing for school assemblies. The positive attitudes of the pupils to learning, their good behaviour, and good personal development are strengths of the school.

32. **Attendance**

28. The rate of attendance at the school is satisfactory overall, and there is a low level of unauthorised absence. There are very few instances of pupils arriving late for the start of school.

29. The satisfactory attendance and the prompt arrival for the start of school provide a firm base for

attainment and progress.

34. **QUALITY OF EDUCATION PROVIDED**

34.

Teaching

30. The quality of teaching is good overall and is a strength of the school. All lessons observed were at least satisfactory, with eighty two per cent of all lessons observed that were good or better. Eighteen per cent of lessons were very good. Examples of good and very good teaching were observed in both key stages and for the under fives. The quality of teaching has improved since the previous inspection.
31. For children under five, the quality of teaching is good overall. Adults working with these children work well together and have a good knowledge of their needs. Activities are planned to meet the needs of all children and there is good emphasis on practical activities. Good teaching is characterised by well-managed children, high expectations and well-organised activities.
32. The quality of teaching is good throughout the school in design technology, information technology, geography, music and physical education. It is also good in English and very good in art in Key Stage 1. The quality of teaching is satisfactory in English in Key Stage 2 and in mathematics, science, and history throughout the school. There was insufficient evidence to make a judgement concerning the quality of teaching in art in Key Stage 2, and religious education in Key Stage 1.
33. Good and very good teaching in many lessons is characterised by high expectations, well-planned activities that were matched to the needs of all pupils and a brisk pace. In one good lesson in Key Stage 2, the class teacher's planning, and high expectations, together with challenging questions led to a good discussion about the differences between fiction and non-fiction books. In the best lessons, teachers have good knowledge of the subject and resources are very well prepared and used. In one very good music lesson in Year 5/6, good knowledge of music, enthusiasm for the subject, very good relationships with pupils, together with high expectations, led to the overall success of the lesson.
34. The teaching of pupils with special educational needs is good overall. Most tasks are effectively adapted to suit pupils' particular needs. Support assistants work in close collaboration with the class teachers and with the teacher for special educational needs. The sessions when pupils have one-to-one support, or withdrawal by the part-time special educational needs teacher, are good. The special educational needs coordinator involves the classroom assistants and teachers in the planning and review of individual education plans, which are detailed and informative. They are updated regularly. The pupils' progress is carefully monitored, and useful records are kept which help to inform future learning plans.
35. The teachers in both key stages have good knowledge and understanding of the subjects that they teach, and they plan activities to meet the needs of pupils with different levels of attainment. Lessons are well planned and include what pupils are expected to learn. The teachers work hard to provide for the needs of their pupils, and improve their understanding by the effective use of questions which challenge and extend pupils. Expectations are high in most subjects, and pupils are offered tasks that are appropriate.
36. The management of pupils in lessons is good throughout the school, and pupils respond positively to the tasks they are given. The teachers make their expectations of behaviour clear, and the standard of discipline is mostly high. Good behaviour is noticed and praised, and effective strategies are in place to manage their behaviour and to raise pupils' self-esteem. Classroom assistants and parents helpers are well briefed and interact positively with pupils.
37. Resources are used effectively and teachers prepare them carefully. The pace of lessons is generally brisk and in the best lessons, the teachers make clear to pupils how much time they have to complete an activity and effective intervention encourages them to persevere with the task.

38. The teaching of literacy is satisfactory across both key stages. The teachers have successfully adopted the National Literacy Strategy throughout the school. An appropriate emphasis is placed on teaching these skills. However, there are insufficient opportunities for extended writing across the curriculum, and the presentation of pupils' work, particularly in Key Stage 2 is unsatisfactory overall. The teaching of numeracy is good, and the school is using the National Numeracy Framework effectively.
39. Throughout the school, the teachers assess pupils well during lessons through discussion and observation. A good example was seen in a literacy lesson in Year 5/6, where effective use was made of the plenary session to assess what pupils had learned about adverbs. The teachers use their assessments to plan tasks that are well matched to the needs of the pupils, including high attainers and those with special educational needs. The teachers talk to pupils about their work and sometimes use positive comments in their marking to help them improve. However, the quality of marking is inconsistent throughout the school, and there are examples of work that are infrequently and briefly marked.
40. Homework is used satisfactorily to extend and enrich the pupils' learning in Key Stage 1, and the lower part of Key Stage 2. The pupils regularly take books home to read, and parents and teachers complete reading diaries. A number of parents believe that the school should set more homework. The inspection findings are that there is sufficient and appropriate homework set for younger pupils. However, there is insufficient homework is set for older pupils in order to help them to prepare for their next stage of education.

45.

45. **The curriculum and assessment**

41. When the school was inspected in 1995, the curriculum provided was broad and balanced and met the requirements of the National Curriculum. A key issue was to develop schemes of work for those areas of the curriculum where they had yet to be introduced. This shortcoming has since been rectified.
42. Overall, the present curriculum is broad and balanced, and meets statutory requirements. Planning for the curriculum is satisfactory overall. Over the whole of the school year, a satisfactory balance is achieved for most subjects. The curriculum takes good account of the new literacy and numeracy strategies. Good account is also taken of the Quality Curriculum Authority's documents. Coverage for religious education is good, and meets the requirements of the local authority's agreed syllabus. The programme for personal, social and health education is good, and includes education about the avoidance of the abuse of substances. The school's statement about its policy for sex education is clear and meets requirements.
43. The school's aims are clearly reflected in the planning of the curriculum. This successfully promotes the intellectual, physical and personal development of most pupils to ensure that they are well prepared for each stage of education. The planning for literacy is detailed and comprehensive with learning intentions, activities, outcomes and evaluation, mainly fully and comprehensively expressed, apart from some learning objectives in Key Stage 2. These objectives do not ensure sufficient progress in writing sentences of good style, fluently, particularly in Years 3 and 4. Provision to ensure good handwriting and presentation throughout the school is also lacking. The headteacher and staff have already identified this weakness. The teachers use the National Literacy Strategy satisfactorily as a framework to help them in their planning. Satisfactory use is made of the new National Numeracy Strategy to guide teachers in their lesson plans for mathematics. By linking aspects of different subjects, the curricular planning provides valuable ways of extending literacy.
44. Curriculum provision for the children aged under five is good. The school makes good use of the Key Stage 1 classroom for experimental play, such as imaginative role acting. Planning for the under-fives is based upon the six areas of learning for this age, which include personal and social development, language and literacy, mathematics, knowledge and understanding of the world, physical development and creative development. The assessment of children aged under five is good. Children are assessed on entry for their personal and social development, and in their strengths and needs in speaking,

listening, reading, writing and mathematics. The school uses the local education authority's validated procedure for assessing children as they begin their schooling.

45. The teachers plan yearly, termly, and for units of work to be taught within each two-year age group, and weekly plans are more detailed. Planning for progression and continuity for the children under five, and for the pupils at Key Stage 1 is good. In Key Stage 2, it is satisfactory overall, with good aspects for planning in speaking and listening, reading, design and technology, geography, music, physical education and religious education. Planning for progression in art is very good overall. Planning for progression in writing in Key Stage 2 is unsatisfactory.
46. A new homework and home-school agreement policy is printed and available, but only recently implemented. It lacks firm statements on the time allocation of homework for each year group, and progressively more demanding homework for older pupils. The content of homework is made up of reading, spellings and tables practice. Parents and guardians are asked to sign the home-school agreements.
47. The school complies fully with the national Code of Practice for special educational needs. Provision for special educational needs is good, and the pupils make good progress, despite the limitations imposed because of a lack of appropriate accommodation, such as a separate room for withdrawal on occasions for physiotherapy, and space for storing the specific resources needed for special educational needs. Despite difficulties, thorough and appropriate provision is made for these pupils through their individual education plans. These plans explain the natures of pupils' difficulties, the support given through staffing and equipment, the targets to be aimed for, and any success criteria dated and reviewed. The teachers are involved in the composition of the individual education plans. Good guidance is given from the local education authority's support and advisory staff in planning the work for pupils with special educational needs.
48. Balanced attitudes to equal opportunities are expressed in the school's aims and documentation. The school plans successfully for higher attaining pupils, apart from writing in Key Stage 2. Planning for support staff and volunteers is successful; they are given clear instructions about pupils' tasks, and how they can be helped.
49. The curriculum is enriched well through extra activities in the arts, history, geography and physical education. There are lunchtime and after-school clubs for music, sports and gardening. Visitors to the school include the local vicar, parent helpers, a puppeteer and a theatre group. There are visits to museums, the theatre in Plymouth, National Trust properties such as Cotehele House, as well as residential activities at Sidmouth and Porthpean, which support the pupils' learning. Experiences at the residential centres include orienteering, map-making, and following the source of a river. The school joins with other schools in the cluster group to share activities for canoeing, sailing and visiting a square-rigged ship at Charlestown.
50. There are satisfactory procedures for assessment throughout the school. The assessment policy is very clear; parents are informed of it in the school's brochure. Samples of the pupils' work are chosen termly for individual portfolios. Records of achievement are kept on each pupil, and these include: admission information, the pupils' assessment on entry, National Curriculum assessment at the end of each key stage, copies of reports to parents, personal statements and records of pupils' personal achievements. Standardised tests are in regular use, and reading records are kept on individual pupils. A record is kept of main topics, projects and areas of study covered each term by pupils, and dated. Test results are analysed, and note is taken of differences in attainment between boys and girls, and special educational needs.
51. Each year the school uses a training day to check the pupils' progress in each subject. This assessment is made jointly by teachers; checking all the work the pupils have completed before records of achievement are filled out. Samples of the pupils' work are levelled according to National Curriculum criteria. In addition, the teachers often teach other classes in the school for their own subject

responsibilities and specialisms, and, therefore, have good opportunities to assess pupils' attainment in certain subjects; for example, information technology and history. As a result, evaluation of the pupils' progress is ongoing. Reports to parents include targets for pupils to aim for. The use of assessment to inform curricular planning is satisfactory throughout the school. However, in Key Stage 2, assessment is less successful in informing about writing standards.

52. Statutory assessment for the National Curriculum core subjects is implemented fully. Records of results and individual portfolios of pupils are passed on to the next teacher, and to the next school to ensure smooth transition. Assessment is good overall.

57.

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

53. When the school was previously inspected, a positive picture of pupils' spiritual, moral, social and cultural development was given. This has been maintained, and aspects such as social development, have been improved. Overall, there is good provision for the pupils' spiritual, moral, social and cultural development. The school is effective in promoting all the main aspects, and statutory requirements are fully met.

54. The provision for the pupils' spiritual development is satisfactory, with good aspects. It is developed through the good ethos of the school, through religious education and through the daily act of collective worship. Collective worship gives time for shared reflections and a growth in understanding the religions and spiritual aspects of other cultures. On one occasion in an assembly observed, the quality of quiet time for prayer and inner-reflection had a good atmosphere. However, some quiet times in school worship are hurried, and there is a lack of appropriate stillness. Better opportunities for enabling the pupils to develop spiritually are evident in religious education, in the discussion during 'circle time' and through art; for example, in lessons about portraits, and considering the power of waterfalls, such as Niagara. These promote an awareness of our world, of other people's beliefs, and a growth in personal insight.

55. The provision for the pupils' moral development is good. There are practical ways of rewarding good behaviour, and pupils are clear about the sanctions implemented when behaviour is less good. Rules are displayed in classes; the school aims to promote good behaviour through praise and reward. The teachers' management of the pupils ensure good discipline. Pupils sit at lunchtimes in groups of mixed ages, with an older pupil responsible for a group of pupils seated at a table. Team points are awarded to the best tables for good behaviour at lunchtime. Moral issues are explored through 'circle time', through personal, social and health education, and in assemblies and lessons, in order to raise the pupils' awareness. All adults in the school provide good role models for the pupils.

56. The provision for the pupils' social development is good. The pupils show good respect for individuals' points of view, encouraged in the literacy hour book discussion, in 'circle time' and in school assembly. The management of 'circle time' is very good; it is a well-established routine in the school's timetable and contributes significantly to the high quality of speaking and listening throughout the school. Good co-operation is ensured in the many times the pupils work in pairs or groups, often with a mix of boys and girls. The school ensures that the pupils with special educational needs take a full part in the school activities, particularly in the responsibilities for the everyday management of the school. The staff set a good example to pupils, and encourage caring attitudes to those pupils with specific needs and problems. The school's stated aims to help all pupils, are followed through in a wide range of activities, such as the established links with other schools to share in sports activities and residential trips. Children under five achieve what is expected for their age, and they make very good progress through varied and well-structured opportunities to work, plan and co-operate with others.

57. There is satisfactory provision for the pupils' cultural development, with good aspects in developing pupils' knowledge of their local culture and the religious cultures of Christians, Hindus, Jews and Muslims. The pupils have a secure knowledge of their own culture and are fully involved in the local community, such as at harvest time and visiting the local churches. Younger pupils participate in well-

established routines of visiting local businesses and well-known buildings, through their geographical studies of the area's significant features. Before leaving St Teath School, most pupils have visited museums and historical National Trust houses, such as Cotehele.

58. There is a tradition of fund-raising for those in need. The pupils' work about their local culture and environment has been displayed at Truro Cathedral and at local churches, and on two occasions, the school has been awarded prizes for their work. Although the pupils have a good awareness of other cultures in the world, through religious and geographical studies, they are less aware of minority ethnic groups and their religions within the United Kingdom; this latter aspect is underdeveloped.

63.

63. **Support, guidance and pupils' welfare**

59. The school's provision for the support, guidance and welfare of the pupils is good and has improved since the last inspection. The pupils are fully able to develop their talents in a stable and caring environment. The head teacher, staff and governors are strongly committed to meeting the individual pastoral needs of every pupil.

60. The procedures for monitoring progress and personal development are good. There is a record of achievement folder for each pupil, which records all the relevant personal and attainment information, copy of all annual reports, and pupil's self assessment and personal targets. The folders are up-to-date and present a clear record that is continuously used to monitor progress and development. The additional records for pupils with special educational needs are detailed and used for monitoring progress and for discussions with parents each term and with the outside agencies.

61. The policies for promoting good behaviour and discipline are good and well understood by all the pupils. All the staff consistently and effectively apply these policies. It is clear from the comments by parents that they fully support the school's policies.

62. The satisfactory attendance at the school and the very low level of unauthorised absence is helped considerably by the effective school policies. Registration is carried out promptly, and in accordance with the policies, at the start of each morning and afternoon session. The registration periods are calm, friendly and polite.

63. Support for pupils with special educational needs is good. Staff are accessible and responsive to the needs of pupils with learning and behavioural problems. They know pupils well and this contributes much towards the pupils' personal development and attainment. There are good links from the local education authority's support agencies, such as the advisory teacher and the educational psychologist, who visit regularly.

64. There are satisfactory measures for child protection in place, and these are understood by all the staff. Health and safety procedures are in order, and inspections are completed on a regular basis. The hazards raised in the last report have been removed. However, the lay-out of the playgrounds, with areas to the front and to the rear of the building, make supervision difficult for the one adult allocated by the school at break times and lunch time.

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

65. The school has very good links with the parents and the local community and this is a strength of the school.

66. The school keeps the parents fully informed about the pupils' progress, and the work of the school. The school organises a meeting for the parents sending their children to school for the first time. The parents of children with special educational needs meet with teachers each term, and all the parents have the

opportunity to discuss their children's annual reports with teachers in the summer term. The parents are invited to meet staff in January if they wish, and there is frequent contact with parents on a daily basis, before and after school. The annual reports are well written, and provide detailed comments on progress and targets for the future.

67. The parents take an active part in the life of the school, and their involvement in their children's learning is good. They help in school with reading and extra curricular activities. The parents and local families are welcomed into school to many events; for example, harvest festival services and Christmas concerts.
68. The parents have raised over a £1000 in the last school year to provide additional help and facilities for the school. There is no formal committee for the raising of funds, but the activities are initiated by one of the parent governors, and fully supported by all the parents and the local community. In addition to raising funds, parents help in the decoration and maintenance of the school buildings.
69. The parents are fully involved with the individual reviews of pupils with special educational needs, and they are informed of their children's individual education plans and targets. The parents are alerted early over any concerns, which the school has regarding their children. The parents recognise the quality of support for their children. Voluntary help is used well and appreciated.
70. There are very good links with the local community. The children take part in the wide range of village activities, such as the village carnival and village show and effective links are maintained with the local playgroup. The children are taken on a wide range of educational and cultural visits.

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

75. **Leadership and management**

71. The headteacher has a strong commitment to the successful future of the school, provides effective leadership and maintains a clear sense of direction and purpose. This vision is closely linked to the needs of pupils and, in particular, there have been continuous improvements in the quality of the learning environment and the curriculum provided. The quality of leadership and management is good overall and standards have been maintained since the previous inspection.
72. The headteacher and senior staff provide effective educational direction by identifying areas in which to raise standards and move the school forward. A team approach is developing and all staff work hard to ensure the good quality of education provided by the school. Equality of opportunity is promoted and pupils with special educational needs are well supported.
73. The governing body is making an effective contribution to the life of the school. A range of their responsibilities is delegated to committees that support the work of the school. The governors' strategic role is satisfactory and they fulfil their statutory responsibilities well.
74. The school has a clear mission statement and aims that are supported by pupils, parents, staff and governors. They promote the development of self-confidence, self-worth, and the skills and qualities required to become caring and fulfilled members of society. These aims are effectively incorporated into all aspects of the school.
75. The school development plan involves governors and staff. The planning process is satisfactory, the document is clearly laid out and identifies resource implications, key personnel and time scales. Planning shows clear linkage with available resources and is monitored regularly by governors and staff.
76. Although there is satisfactory continuous, informal and regular monitoring of teaching and the

curriculum by the headteacher, there are no planned opportunities for co-ordinators to monitor their subject areas. The governors, headteacher and staff are aware of the need to facilitate regular, planned monitoring of the curriculum and teaching in order to move the school towards the next stage of its development, but are concerned about budgetary implications. Governors are becoming more involved in the close monitoring of the work of the school and a good number visit the school regularly whilst it is in session.

77. The school's comprehensive provision for pupils with identified special educational needs is good. Lines of responsibilities and communication are clear. The leadership for the provision is good. The coordinator works closely with teachers and assistants to ensure that the progress of pupils is monitored and assessed carefully. The training received by support staff is very good. A governor has good links with the coordinator for special educational needs and ensures that the governing body is well-informed about the provision for special educational needs, and progress of the pupils. The school ensures that the good documentation kept on the pupils is passed on between the classes, and to the secondary school when the pupils leave.
78. The school has identified appropriate aims, priorities and targets, and is taking the necessary action to rectify deficiencies, and in particular, to raising standards of attainment. School ethos is good, and an effective learning environment has been established, within the constraints of the accommodation. There is equality of opportunity for all pupils.
79. The governors' action plan has successfully addressed most of the key issues identified in the previous inspection report. The school has made good improvement overall since the last inspection, and is in good position to improve standards further
84. **Staffing, accommodation and learning resources**
80. The school has an appropriate number of suitably qualified and experienced staff to meet the needs of the school. Classroom support staff provide effective help with a pupil requiring full-time support. The teachers and support staff are well qualified to help pupils with special educational needs. Parents and other adult helpers make a significant contribution to the pupils' learning.
81. The staff have clear job descriptions, and there is a two-year cycle of staff appraisal. This is closely linked with identifying the needs for staff development and training. The school has one lunch time supervisor, and this does not provide adequate cover in the divided playground.
82. The school is constructed of stone, and is well-sited on the edge of the village. However the buildings and site create some difficulties in teaching the full curriculum. The main building consists of two classrooms; one of which is used as the school hall, storage space and the kitchen. Outside there are two wooden buildings; one is used as a classroom with toilets, and one provides some office accommodation, staff room and the headteacher's office. There is a sports field, but this is separated from the school. The playground is at the back and front of the school, and this split causes problems in supervision during breaktimes and lunchtimes. There is often insufficient space to teach the full physical education curriculum, as part of the hall is also a classroom and is unsatisfactory.
83. The accessibility, quality and use of the school's resources are satisfactory. The resources for English, design and technology, religious education and special educational needs are good. The resources for the children under five lack the provision of some large wheeled toys. Computers are well resourced and connected to the Internet, which is a positive value for a small school in a relatively isolated area.
84. There is a good balance of experience and staff are up-to-date in new developments and resources for special educational needs.
85. Accommodation for special educational needs teaching is very limited, and unsatisfactory overall. The

shared use of the headteacher's office for pupils with special educational needs, and the storage and accessibility of resources for these pupils present difficulties. Most of the ground floor has wheelchair access, but the school lacks any toilet facilities or access to private areas in order to carry out any physiotherapy. The staff work effectively, despite the physical difficulties of the building.

90.

90. **The efficiency of the school**

86. The governors have delegated a range of their responsibilities to committees that effectively support the work of the school. Financial planning is satisfactory, and there are good links with the priorities established in the school development plan. Special grants, such as allocations for professional development, and the introduction of the literacy hour are used well. The strategic planning of the school is satisfactory, with realistic priorities set for a three-year period. The overall efficiency of the school is good and standards have been maintained since the previous inspection.

87. The school budget is managed well, and financial control and administration are good overall. The full governing body agrees the budget allocations annually, and governors monitor expenditure each term in order to check that planned expenditure is in line with the agreed budget. Sufficient financial information is made available to all governors. There are effective procedures to review and evaluate the effects of financial decisions.

88. All staff have responsibilities as co-ordinators for subjects, and provide effective guidance for colleagues. The teaching staff are supported well by the efficient and effective use of support staff, who have a positive effect on the life of the school and the standards achieved by the pupils.

89. Day-to-day administration is good and well managed by the headteacher, school secretary and local education authority bursar and supports the work of the school well. There are clear procedures and clear responsibilities and lines of communication. The school has made satisfactory progress in developing procedures, and practices that will increase efficiency and help to raise standards. The school administration is efficiently carried out in the time available, but this is limited when compared to other schools of a similar size.

90. There is very good use of staffing and resources for the pupils identified in need of extra support. Funds received by the school for special educational needs are efficiently deployed, mainly to provide sufficient staffing. The school has also allowed extra funding from its basic budget in order to help pupils with special educational needs.

91. Most of the requirements of the last auditor's report, dated March 1997, have been met. Overall, there is effective use of staff, accommodation and learning resources. Taking into account the average educational attainment of pupils on entry to the school, the good quality of teaching provided and the satisfactory progress made by pupils, the above average unit cost per pupil, and improvements made since the last inspection, the school provides sound value for money.

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

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

92. Children enter the reception class as part time pupils at the beginning of the term after their fourth birthday, until the third term, when they attend school full time. They attend school for daily afternoon sessions before attending full time. At the time of the inspection, there were four children attending school part-time

93. The narrow range of attainment measured by baseline assessment shows that children's attainment on entry is broadly average. All children, including those with special educational needs, make good progress and broaden and consolidate their knowledge in all areas of learning, so that at the age of five their attainment meets that expected for their age. The provision for the under-fives is good and is an improvement upon that reported in the previous inspection.

98. **Personal and social development**

94. The children achieve what is expected for children of this age, and they make good progress through varied and well-structured opportunities to work, plan and co-operate with others. They are responsive, interested in what they are doing, and most are able to concentrate and persevere in their learning. They listen well, and are happy to contribute their own ideas during discussion, for example, when sharing a book together. The caring attitudes of all adults make a good contribution to the development of children's personal and social skills, due to the good quality of teaching in this area.

99. **Language and literacy**

95. The children listen well to their teacher and are becoming confident in their use of a growing vocabulary and range of expression and achieve broadly what is expected for children of this age. Progress in all aspects of language and literacy is good. They are happy to share books with adults, and enjoy talking about the stories and pictures. The quality of teaching is good, the class teacher and classroom assistant place an appropriate emphasis on practical learning and there is a good match of tasks to what children can do. There are appropriate opportunities for role-play.

100.

Mathematics

96. Attainment in mathematics is in line with expectations, and children make very good progress in colour, shape and number recognition. Children experience a range of number and singing games, and appropriate computer programs reinforce activities and their learning. Numeracy skills are developing satisfactorily. The children are beginning to identify and create patterns and some are able to compare, sort and count objects and count up to ten. The quality of teaching in this area is good.

101. **Knowledge and understanding of the world**

97. Children achieve in line with expectations for their age, and they make good progress. The activities provided help children to develop an understanding of the world around them. A few children can talk about where they live, their families and their immediate environment, and they recall their experiences through a range and variety of role-play. Children have opportunities for a range of scientific experiences including experimenting with sand and water. Children are able to use the skills of cutting, joining and building using a wide range of materials. They have good access to a range of construction materials. There are opportunities for children to use information technology to support literacy and numeracy. The quality of teaching is good; lessons are planned thoroughly, make good use of resources to stimulate the children's enthusiasm, use skilful questioning to develop children's knowledge and understanding and provide well-structured practical opportunities for experimentation and discovery.

102. **Physical development**

98. The children's physical development is in line with expectations for their age, and they make good progress. They handle scissors, glue, paintbrushes and crayons effectively. Children have access to the main playground to extend their physical development. There are very limited opportunities for children to have physical education lessons in the school hall, due to accommodation difficulties. The children enjoy physical activities, and are becoming confident in the use of space. The quality of teaching is good, and the teacher tries to ensure that the children have regular access to physical activities. However, at present there are no large wheeled toys for the children to use.

103. **Creative development**

99. The children's creative development is in line with expectations for their age and they make good progress. Children show enthusiasm for art and represent what they see and feel in a wide range of media. They show a growing appreciation of the effects of different textures, colours, shapes and patterns. The teaching in this area of learning is good, and activities are well matched to the children's interests and prior attainment levels.

100. Overall, the quality of teaching for the under-fives is good. The quality of support from classroom assistants is of good quality, and is having a significant impact upon children's learning. The class teacher and classroom assistant have a good knowledge and understanding of the needs of children in the early years, and of the curriculum to meet those needs. They plan the curriculum well, and ensure that their planning is translated effectively into practice, with many practical experiences and good use of play that extends learning. There is an appropriate emphasis upon activities that will promote speaking and listening, for example, through role-play and effective questioning.

101. Planning is linked to the desirable learning outcomes for children of this age. This is explicit in the written planning and the class teacher is careful to ensure that the learning needs of all are met. The staff have appropriate expectations of children's behaviour and work, and their discipline and relationships with children are very secure. The class teacher and support staff make careful observations of children, and use information from their assessments to inform their planning and teaching.

102. The staff have worked hard to provide opportunities that will promote learning. There is a satisfactory range of resources available, and a wide range of activities offered. Relationships with the children are thoughtful and sensitive, with plenty of praise and encouragement. There is equality of opportunity for boys and girls. There is a satisfactory system for assessing what children can do upon entry to school, and the school is in a good position to monitor the progress of children.

107. **THE CORE SUBJECTS**

107. **English**

103. The previous report in 1996 stated that pupils' standards met the national expectations in most aspects of English, although there was some underachievement in reading and handwriting. Reading standards have improved, although there are still weaknesses in presentation and handwriting throughout. Inspection findings show the pupils' attainment in English is above expectations overall in Key Stage 1, and in line with expectations overall in Key Stage 2. In some year groups in Key Stage 2, there are a few weaknesses in pupils' writing. There is a strong underlying trend for improvement in English overall.

104. It is not possible to compare the pupils' standards in English to those nationally, because of the small number of pupils tested at the end of each key stage. However, the results of the national tests for English at the end of Key Stage 1 in 1998 indicate standards in English to be well below the national average. Reading standards are close to the national average, but writing standards are well below. No

pupils reached level 3 in reading and writing. The national test results at the end of Key Stage 1 in 1999 indicate that standards are improving.

105. The results of the national tests at the end of Key Stage 2 in 1998 indicate standards broadly in line with the national average. The percentage of pupils reaching level 5 is close to the national average. In 1999, results in the national tests at the end of Key Stage 2 indicate improving standards.
106. Trends over the three years from 1996 to 1998 indicate a drop in standards at the end of Key Stage 1, and a rise in standards at the end of Key Stage 2. The underlying trend since 1998 indicates improving standards.
107. The pupils' attainment in speaking and listening is above national expectations in both key stages. The pupils' attainment in reading is above expectations in both key stages. Writing standards in Key Stage 1 are broadly in line with expectations. However, standards in writing in Key Stage 2 are below expectations. There are weaknesses in handwriting and presentation throughout both key stages.
108. The pupils' attainment in speaking and listening is above expectations, due mainly to the very good opportunities provided; for example, in circle time. As they move through the school, the pupils learn to use English appropriately. The pupils learn to listen carefully to the sounds of words in order to develop good reading and spelling skills. The oldest pupils in Key Stage 2 respond confidently to questions, discuss and have an effective vocabulary, which includes specialist terms relevant to different subjects. Most pupils express opinions well and take the views of others into account. Their speaking and listening skills are above expectations, and also reflect the pupils' ability to adapt their speech to a widening range of circumstances and demands.
109. Standards in reading at the end of both key stages are above expectations. In Key Stage 1, the pupils make good progress in understanding the text of stories shared. Most pupils have a clear understanding of a plot, and recall its development easily, with good awareness of characterisation. The pupils have good recognition of the names and sounds of the letters of the alphabet. They make good use of initial consonant blends, and in blending sounds together. As a result, they are confident when meeting unfamiliar words. For the majority of the pupils, their use of pictures and clues from the text is secure and pupils have a clear recognition of similar word endings and rhymes. Comprehension of the text is good, due to the good teaching of phonics and analysing texts. Overall, progress in reading is good.
110. In Key Stage 2, most pupils read a wide range of texts, including non-fiction and poetry. Most read accurately and with good understanding. Most pupils have an appropriate grasp of higher reading skills, such as summarising a passage, and can use reference skills effectively when given books. The pupils' dictionary skills are good by the time pupils reach Year 6. Although pupils use contents and index pages of text books well, the inappropriate siting of the school's library, with its difficulties in accessing books in the cramped space, means that pupils have insufficient practice in using the simplified Dewey system on their own to retrieve books on specific topics. A significant majority of the pupils enjoy literature, relate sensitively to characters and events, and talk perceptively about their preferences. Overall, in reading, pupils make good progress.
111. In Key Stage 1, the majority of pupils' writing is broadly in line with expectations. In Key Stage 1, pupils write logically, and show a wide range of personal, expressive writing and factual accounts. The pupils form their letters correctly with many words recognisable. Presentation is weaker, however, and handwriting is not joined. Pupils express their own thoughts fluently.
112. In Key Stage 2, the pupils' attainment in writing is below expectations, but the pupils are achieving well in grammar and spelling. Punctuation is mainly correct. There are weaknesses in presentation and in handwriting, and insufficient use of paragraphing. In Years 3 and 4, there is a lack of progress in

writing interesting sentences.

113. The pupils in Key Stage 1 make good progress overall, and the pupils in Key Stage 2 make satisfactory progress overall. Higher attaining pupils make satisfactory progress. They show a good awareness of English in their writing, which is concise in style and informative in factual accounts and descriptions, for example for geography. The pupils with special educational needs make good progress in English overall due to the good additional support they receive. They make good progress in their own individual targets, particularly in reading.
114. The attitudes of pupils are very positive. The quality of discussion in lessons is high. The majority of pupils are attentive and well-behaved. The pupils are confident to offer their ideas in front of a group, and most show obvious enjoyment when sharing a text together. This is evident from the way young pupils use their voices to good dramatic effect when reading aloud a big book together. Although younger pupils are confident when writing down their own thoughts, the pupils in Years 3 and 4, apart from higher attainers, are less inclined to record words fluently and willingly in a flowing style. Older pupils have more positive attitudes towards their writing tasks.
115. Teaching in English is good overall. In Key Stage 1, teaching is good. In Key Stage 2, it is satisfactory, with good aspects in the teaching of oral skills and reading. This is an improvement from the previous inspection, when standards were mainly sound. The teachers take full account of the National Curriculum ensuring that there is a balanced coverage of all the programmes of study for each key stage. The teachers' planning is mainly detailed, and closely linked to the National Literacy Strategy, although lesson objectives for Years 3 and 4 of the strategy for writing are not fully implemented for that age range. The teachers organise the literacy hour effectively. The good features of each lesson encompass the whole-class shared text work, group work on phonics, guided reading sessions, and a plenary to present, review and reflect upon the work. Planning for progression mainly ensures that tasks are well matched for most individual needs. In Key Stage 2, the exception is for writing, where there are insufficient opportunities for extended writing across the key stage, and handwriting and presentation are often unsatisfactory.
116. Good features of teaching also include lessons with clear aims, precisely explained, and plans that mainly relate closely to the National Literacy Strategy. The teachers are well informed about the National Literacy Strategy. They use a good mix of teaching strategies to retain the pupils' interest. The teachers assess the pupils' work well, and to a high standard. Record keeping is uniformly maintained and informative. The quality of marking is variable, although teachers have a clear marking policy to help them. The teachers ensure that the pupils read widely, and have a good knowledge about the features of books and of different authors. The management of pupils is good.
117. All staff, including a governor, have attended training in the new literacy strategy and governors and parents have been well informed about this. The pupils with special needs receive additional help during lessons. Classroom assistants are well trained in the support needed for literacy. Resources of books and literacy materials are good overall. The accommodation is difficult for teaching the subject. There is little space for quiet withdrawal groups, and this often has to take place in the headteacher's office. The location of the library and the necessary storing of equipment around it limits how well the pupils can access books independently. The lack of a hall creates difficulties for drama sessions. However, staff work very hard to ensure that the resources and accommodation are used to the maximum. Parental involvement with reading is good; home-to-school diaries are used effectively.
122. **Mathematics**
118. It is not possible to compare the pupils' standards in mathematics to those nationally, because of the small number of pupils tested at the end of each key stage. However, the results of the national tests at the end of Key Stage 1 in 1998 indicate the proportion of pupils reaching the expected level, level 2, or above was well below average and the percentage who reached the higher level, level 3, was well below the national average. The low overall standards indicate standards have stayed fairly static over the

three years since 1996. However, the 1999 test results indicate a substantial improvement, with 90 per cent of pupils achieving level 2.

119. In national tests in 1998 at the end of Key Stage 2, results indicate standards to be well below the national average. The trend over the three years from 1996 indicate standards to be below national averages, but with a gradual improvement. The 1999 test results at the end of Key Stage 2 indicate a significant increase in the proportion of pupils reaching at least level 4, the expected level, and with some pupils achieving level 5.
120. Inspection findings show that pupils' attainment in both key stages is in line with national expectations. In lessons, standards are satisfactory with the pupils working at appropriate levels, following work pitched at the average level in line with the expectations of the National Numeracy Framework.
121. Standards of numeracy are satisfactory across both key stages. Most pupils can carry out mental calculations, but some pupils show less confidence in discussing their mathematical work. Many pupils in Key Stage 1 have a sound understanding of place value and can demonstrate a good understanding of number skills. Many younger children have a good understanding of space and shape, and can identify basic symmetry of two-dimensional shapes. In Key Stage 2, the older pupils display good data handling skills, using tally charts and graphs to illustrate data they have collected. Measuring skills are sound and most pupils can use a range of units of length, mass, time and money competently.
122. Most low and average attaining pupils in both key stages make satisfactory progress due to satisfactory teaching and effective support. There are opportunities identified in planning to provide extension activities for the most able pupils and these pupils also make satisfactory progress.
123. Pupils generally respond well to their learning, are attentive and co-operative. They apply themselves well to their work, and can sustain concentration for long periods. They collaborate well, when required, in pairs or small groups, sharing equipment sensibly and learning from each other.
124. The quality of teaching is at least satisfactory and often good throughout the school. In most lessons, planning is effective in matching tasks to pupils' needs and class control and management are sound. The pace of lessons is often brisk and maintains the interest of pupils well. Pupils are brought together at the end of the session to discuss their findings. There is often a lack of emphasis upon the quality of written work and its presentation.
125. The curriculum provided is broad and balanced, linked well to the National Numeracy Framework and provides equal opportunity and access for all pupils, including those with special educational needs. The subject is resourced satisfactorily and is accessible to all pupils. Standards have been maintained since the previous inspection. Statutory requirements are met.
130. **Science**
126. It was not possible to observe a science lesson in Key Stage 1 during the inspection. Inspection findings are based upon a scrutiny of pupils' work, discussion with pupils and staff and observations of small number of Year 2 pupils in a Key Stage 2 class.
127. It is not possible to compare the pupils' standards in science to those nationally, because of the small number of pupils assessed or tested at the end of each key stage. However, the results of the 1998 teacher assessments at the end of Key Stage 1 indicate pupils are achieving well below the national average. The 1999 teacher assessments indicate that standards are improving, with all pupils achieving the national average, level 2.
128. The end of Key Stage 2 test results in 1998, indicate pupils achieving well below the national average.

However, taking the three years together from 1996 to 1998 results indicate pupils' performance to be close to the national average. The 1999 test results at the end of Key Stage 2 indicate an improvement, with 90 per cent of pupils achieving the national average, level 4.

129. Inspection evidence concludes that pupils' attainment in both key stages is broadly in line with expectations. Most pupils have a sound knowledge and understanding of scientific facts and ideas relating to materials and their properties. For example, they compare and correctly group a set of materials according to their properties. The pupils know the characteristics of living things, and understand that plants require light and water for growth. The pupils are beginning to understand the meaning of a fair test, and they predict what may happen to materials that are heated or cooled.
130. The pupils make satisfactory progress in Key Stage 1. The pupils learn about plants and animals and are able to describe and record the growth; they consider life cycles and environmental issues. They make predictions based on prior knowledge; for example they predict the effect of heat on everyday materials.

131. Progress in Key Stage 2 is satisfactory and pupils are given a wide range of opportunities to extend their knowledge and skills as they move through the key stage. For example, the pupils study food chains, filtration and the porosity of soils. Younger Key Stage 2 pupils learn about the five senses and carry out investigations. Older pupils consider the human respiratory system and investigate lung capacity. Older pupils understand the need to keep each factor constant and decide what must be variable in an experiment. The pupils are becoming confident in explaining their experiments and are able to relate their knowledge to everyday things. There is no difference in the progress of boys and girls through the school.
132. The pupils' attitudes to science are generally good. The pupils behave well, are attentive and enjoy the practical work. They value each other's contributions to discussions and collaborate well in group work.
133. The quality of teaching is sound overall in both key stages. Teachers are knowledgeable and confident when teaching science. The planning for lessons is sound. The scheme of work being used is well structured and gives clear guidance. Lessons begin with questions and a review of previous work and the work planned builds effectively on this prior knowledge. In the best lessons, clear explanations and instructions are given to the pupils. The teachers have high expectations of both work and behaviour.
134. Literacy and numeracy skills are often insufficiently used in science, and there is a lack of consideration of suitable ways of recording the findings of experimental work. The pupils are not always encouraged to write up their experiments in a scientific way using appropriate technical vocabulary, using charts and tables, and there is a lack of a common system of recording experiments.
135. The lack of a scheme of work was an area of concern at the last inspection; however, this is now well planned and used throughout the school. The scheme of work is based upon a two-year rolling programme and ensures good coverage of the programme of study. The scheme of work is clear for teachers to understand what they should teach next and to build successfully upon the knowledge of pupils. Although the recorded time allocation for the subject appears barely adequate, this does not have a significant impact upon pupils' attainment and progress. Resources are accessible and well managed. Statutory requirements are met.

140.

Information technology

136. Attainment in information technology by the oldest pupils is above national expectations and this has improved since the previous inspection. Younger pupils in Key Stage 1 can communicate and handle information effectively and use the mouse confidently to make choices on the display screen. The majority of pupils are able to use a word-processor with confidence in order to display their on-going work. The confidence with which pupils in Key Stage 2 use some information technology equipment is impressive. Since the last inspection, and particularly in the last year, the school has improved provision for information technology. Older pupils are beginning to understand, and use a spreadsheet program effectively. They use the Internet well to search for information linked to, for example, their history topic and download pictures to illustrate their work. Older pupils are able to use a desktop publishing program to produce the school magazine.
137. The pupils make good progress throughout both key stages. The school has identified a suitable scheme of work of computer skills to be covered by each year group to ensure coverage and progression, and this is already helping to raise standards in keyboard skills and in communicating information. The pupils are given the opportunity to use computers regularly throughout the school day.
138. The pupils work well in pairs and individually. They share the equipment and wait for their turn sensibly. The quality of teaching is good overall, with an appropriate balance between individual and group work, and whole class teaching of skills. Some teachers were observed giving good demonstrations in information technology, and the teaching points were clear and precise. Information technology activities are well integrated and planned into lessons in most classes.

139. The number of computers available for the pupils' use is sufficient to meet curricular needs, with a satisfactory range of appropriate software. Statutory requirements are met.

Religious education

140. Religious education has an established place in the curriculum and the current provision takes full account of the locally agreed syllabus. All statutory requirements are met. The attainment of the oldest pupils at the time of the inspection is above the expected levels, and progress is satisfactory in Key Stage 1, and good in Key Stage 2. Provision for religious education overall is good. Standards have risen, when compared to those in the previous inspection report.
141. Most pupils at both key stages have a secure grasp of Bible stories. By helping to prepare for Christian festivals throughout the year, pupils have secure knowledge about the devotional elements and festivals within religion, such as harvest, Nativity, Easter and Diwali. By the time pupils are about to leave school at Year 6, they have experienced a rolling programme of topics in order to learn aspects about Christianity, Judaism, Hinduism and Islam. They understand about the symbolism of the cross, the font, birthdays and celebrations, such as weddings, from their visit to the local village church. Pupils' knowledge about the Bible and Christianity is good. Pupils have won a county distinction award for work and display on the 'Christian Church in the Environment'. They have also won a Barnabas Award for their work on special books and special stories, which have since been displayed at Truro Cathedral.
142. The pupils are very aware through assemblies, religious education and geography lessons, of the unique ways different cultures in the world worship. They are quite knowledgeable about the differing aspects of a variety of religions by the time they are about to move to their next stage of education. For example, they have good knowledge of Jewish Seder plates, of a Muslim prayer mat and mosque. They have hand-made Arabic cards, which read from back to front. They are aware of Hinduism and one of the faces of God called Ganesha, the 'elephant one'. In assembly, they participate in an imaginative recreation of the Ganesha Hindu ceremony. Whilst listening to Tibetan style music, pupils draw and colour their own manalas when learning about the Tibetan new year. Overall, they acquire very good knowledge of Christianity and other principal religions of the world.
143. When learning from religions, pupils demonstrate that they explore and respond well to life experiences, by showing care for others and appreciating families and friends. Their thoughts and discussions reflect on those who care for them. Pupils have good, positive attitudes to the subject. They are attentive and responsive and speak confidently about sharing their ideas and feelings readily. They show marked sensitivity towards the opinions and beliefs of others. It is evident from the numerous questions they ask and in their considered responses that many aspects of the subject fascinate pupils.
144. Although no direct teaching of the subject was seen in Key Stage 1, the pupils' work reflects the influence of good teaching. Teaching in Key Stage 2 is good, with a significant proportion of some aspects reflecting very good teaching. This is an improvement upon the previous inspection. The teachers' planning is closely linked to the school's policy and the local education authority's agreed syllabus. Good links are made with other subjects, such as art and design and technology. Resources are good and appropriate for the demands of the subject. They have been added to through the prize money awarded when the pupils participated in the county's reward systems for increasing awareness of religious education. The school makes good use of the local church, and the ministers' expertise in order to widen pupils' knowledge.

149. **OTHER SUBJECTS OR COURSES**

149.

Art

145. Provision for art is good overall. The pupils make good progress in art throughout both key stages in all the National Curriculum programmes of study. There are strengths in fine-line drawings, close observational drawings, portraiture, imaginatively expressing emotions, and in designing. This is an improvement upon the findings of the previous report. Art is used well to link with other subjects, such as geography, history, religious education, the human body and children's literature.

146. By the end of Key Stage 1, the pupils experience a good range of activities, such as paint, printing, drawing and collage work. They reach high standards in their direct observational drawings of teeth and the human jaw, and also in their use of white chalk on black paper to illustrate the human mouth. Their 'eclipse' pictures demonstrate good skills in using a broad media of paint and materials, such as their black circles of fur fabric, mounted on paint splattered black paper. Pupils make accurate observations, when examining the work of well-known artists and their portraits. Their sense of proportion in drawing faces is very good. Their application of paint in their art on Tudor houses shows confident, clean brushstrokes.

147. In Key Stage 2, the art displayed shows good progress in using a broad range of materials; for example, in the carefully drawn skeletons, using chalk on black paper, and in the detailed frieze, painted of large-scale Tudor timber-framed houses. Older pupils show good progress, in using the ideas of David Hockney to build up their own large-scale composite painting, entitled 'Pathways', by joining individually painted oblongs. Art, in the style of ancient Egypt, is colourfully finished with good skill. 'Dream' paintings, using thick daubs of poster paint, show a good understanding of abstract art and colour to portray emotions. In their close observational drawings of the human heart and eye, the pupils demonstrate accurate and fine-line drawing skills. Good design skills are illustrated in their own reproductions of 'millennium' stamps.

148. Attitudes to the subject are very positive. The pupils express their emotions imaginatively and freely, and particularly enjoy drawing. They make perceptive comments about work completed. The pupils are helpful and courteous to visitors, and enjoy talking about the art produced.

149. Although little art teaching was seen during the inspection, good teaching was seen and is reflected in the good progress of pupils. The teachers show very good expertise in the subject. Illustrations and photographs from books and posters are well chosen to encourage pupils' skills and heightened awareness. The teachers use appropriate art vocabulary, and set realistic targets. Teachers make good use of small cardboard 'frames' to focus the pupils' attention on to certain sections of a print of a well know artist's painting. The teachers' planning includes good provision for the teaching of skills, processes and techniques in order for pupils to investigate, draw, and apply colour with clean lines.

150. The implementation of the programme of study ensures good progress of the pupils' skills overall. The school provides good support and advice for the subject. Resources are good overall; storage of resources for art is satisfactory and mainly accessible. Displays are well focused, and ensure the lively interest of pupils. Much hard work has been done to overcome the limitations of the entrance halls, which could otherwise have been dark and uninteresting. For example, the main entrance hall has two very large murals on opposite walls with the theme of 'Treasure Under the Sea'. Students from a local comprehensive school have completed these. The entire effect makes an imaginative focus in an otherwise drab corridor. Art is valued in the school as an enlightening activity to communicate ideas and feelings in a visual form.

155. **Design and technology**

151. Provision for design and technology is good. The pupils make good progress throughout both key stages

in developing skills for designing and making. Their experiences are imaginative and relevant for their age-range.

152. By the end of Key Stage 1, a good range of skills are reflected in the pupils' models of Tudor four-poster beds, their Tudor 'hats', in their string covered posters, and in their card 'Humpty-Dumptys' with moveable joints operated by levers. Pupils also show a lot of thought in the ways in which they correctly join card, using split pins to create a moving joint operated by a lever.
153. Throughout Key Stage 2, the pupils' finished articles show the use of a range of materials, components and ingredients. Younger pupils in Key Stage 2 put a lot of care into making their own Torah scrolls, and in making hand puppets. Their measuring is accurate, and cutting and joining is competently carried out. The pupils' clay tiles of 'landscapes' showing rivers, fields, hedges and bridges, are finished with soft green, brown and blue glazes with clean lines and good individuality.
154. The pupils are encouraged to think carefully about their designs before beginning to make the item. They are well practised in giving instructions and write details; for example, of how to make scrambled eggs. These step-by-step instructions reveal good learning. They also show modifications to original ideas, for example, in the cranes made with levers to 'haul up Henry VIII on to his horse' and recognise where the weaknesses are in the joins for the crane and where they have to make them rigid with wood.
155. The pupils' enthusiasm for the subject is evident by the way they patiently explain their designs; why they use a particular method to join, and the best materials to use. The pupils show good perseverance to overcome any difficulties encountered, and offer constructive suggestions to other pupils to help them overcome any problems in carrying out the practical aspects of their designs.
156. Although very little teaching was seen during the inspection, teaching reflected in a scrutiny of pupils' work, and actual teaching seen, were good. The teachers' knowledge and understanding are very good. The teachers demonstrate skills carefully and generate enthusiasm, using a technical vocabulary. Expectations of the standards of finished products are high. The teachers' planning is closely linked to the National Curriculum, and clear aims are explained precisely to pupils.
157. There are strengths in linking the subject to other subjects; for example, to projects on ancient Egypt and the Tudors. There are sufficient resources of good quality, and the school has its own kiln for pottery. All are well used. The attractive displays illustrate the pupils' good skills in making products, with a good understanding of design. Health and safety requirements are met.
158. Since the previous inspection, there has been good improvement in the pupils' levels of designing. Making skills have also been improved.
163. **Geography**
159. Provision for geography now is good throughout both key stages, and this has improved since the previous inspection. The pupils' progress is good in lessons, and this is seen in pupils' work. There is comprehensive coverage of all the programmes of study, and there are good links with other subjects. The pupils with special educational needs make good progress.
160. In Key Stage 1, the pupils experience a wide range of topics linked to the subject. They are competent at drawing maps, such as their own "dragon's island," and have good knowledge of routes around the village of St Teath to well-known buildings. They make accurate graphs of the methods of transport to school, and they talk knowledgeably about the physical features of their immediate surroundings, such as the streams, hills, trees and farms. The pupils study safety in traffic, parking and its problems and road signs and speed limits.

161. In Key Stage 2, the pupils' mapping skills are good. They correctly find locations, and write the co-ordinates accurately. They find routes using street maps, write descriptions, and they accurately distinguish features on a contour map. From given co-ordinates, they competently create a picture on a grid. Using scale, they accurately measure distances on a road map. The pupils are also able to work out directions on a map of Ireland from the points of a compass. In their study of weather patterns, the pupils clearly understand the meaning of different symbols and weather forecasts. In their studies about the water cycle and the features and journeying of a river, they have become aware of the effects of erosion and the correct terms used to describe a river's features.
162. The pupils are well-behaved in lessons. They take turns to speak, and to explain river features. Most show a lively interest in learning how to locate places, and in using index and contents pages in reference books. Concentration on tasks is good. The pupils are used to working in pairs and groups without interrupting others. A significant majority, however, are satisfied with untidy presentation and recording.
163. The quality of teaching seen was good overall. Good challenges are given to pupils for practical and research tasks. The school has a two-year programme for the subject. Good use is made of some of the documents published by the Quality Curriculum Authority. Lessons are active, and demonstrate the teachers' good management strategies for discipline and motivation. A multi-media approach to resourcing motivates pupils well in lessons, in which video extracts, photographs, books, materials and computer programs are used well.
164. Good links are made with other subject areas, such as information technology, religious education and history. Resources are sufficient and used well. The locality is a rich resource in itself and selectively used by the school, for example on walks out of school and on residential and other outings.
169. **History**
165. Standards have improved in the subject since the previous inspection. The progress made by pupils in both key stages is satisfactory.
166. In Key Stage 1, the pupils develop a sound sense of chronology. They look at photographs of the past, and know about the changes that occur with ageing. They remember their own time as toddlers, and conclude that they have developed since then through time. Pupils are secure about the sequence of the days of the week, months of the year and of the seasons. They visit National Trust houses in Cornwall, and talk about meeting 'Queen Victoria' on a visit to Dairyland.
167. In Key Stage 2, the pupils use time-lines satisfactorily. They learn about periods in history, such as the Saxons, the Tudors, the Victorians and the Second World War. The pupils' knowledge and understanding of life during these periods are good. Younger pupils in Key Stage 2 compare differences between the past and the present, when they learn about life on board ships. Through their dramatic role-play experiences, they re-enact life on board a ship in Tudor times as cannon-men, lookouts, and powder monkeys. However, the pupils' presentation and handwriting in their written work are often unsatisfactory. Higher attaining pupils are well challenged throughout both key stages and attain higher standards, apart from presentation, which is unsatisfactory. The pupils with special educational needs make good progress.
168. The pupils enjoy learning about the past, and behave well in lessons. They handle original artefacts, replicas and photographs carefully. Relationships with adults during discussions are respectful and confident. The pupils show good concentration on tasks. They research independently, using the books given to them well, although access to the library is restrictive.
169. The quality of teaching is satisfactory, and has a direct influence on the pupils' progress. The teachers have good knowledge of the subject, and good use is made of the Quality Curriculum Authority's

documents to plan for the subject. The pupils are managed well, with lessons proceeding at a brisk pace. Resources are of good quality, and are used efficiently to support the pupils' learning.

170. The school has a satisfactory two-year programme for the subject. The pupils visit places, such as National Trust properties Cotehele and Lanhydrock, Morwellham Quay and Launceston Castle, which effectively supports their understanding of the subject. A visitor to the school has re-enacted the story of Beowulf. The school also makes good use of the county's library and museum services.

175. **Music**

171. Only a small number of lessons was observed in Key Stage 2 during the inspection. Judgements are, therefore, based upon a small number of lessons, scrutiny of work and planning, as well as discussion with pupils and teachers.

172. The pupils sing a satisfactory variety of songs, and have a satisfactory awareness of rhythm. They listen to music attentively, and compare sounds. The pupils maintain a steady beat and a rhythm. They perform with accuracy and confidence. Older pupils are given appropriate opportunities to compose an accompaniment, using percussion instruments, which they do well. The pupils make satisfactory progress in both key stages.

173. The pupils' attitudes to work are good throughout the school. The pupils listen attentively, and become happily involved in the musical activities available during lessons. They try hard with rhythm and singing exercises, and are keen to make their own suggestions about rhythms, and offer ideas for improvement.

174. The quality of teaching is at least good, with some very good teaching observed in Key Stage 2. Teaching is good where personal skills and expertise are good, where there are high expectations of the pupils' own work, and when the lesson pace is brisk. Lessons have clear structure, and activities are varied. One successful lesson observed provided older pupils with a very good opportunity to compose and record their own accompaniments in a group, and perform them to rest of the class. Staff have enthusiasm for the subject, and accompany pupils with their own singing and guitar playing.

175. There is a scheme of work, and a commercial music scheme for the younger pupils, which are satisfactorily used. There are a number of other opportunities for pupils that enhance the musical provision of the school, including extra curricular recorder club, and concerts for parents and the wider community. The curriculum meets statutory requirements.

180. **Physical education**

180.

176. It was possible to observe only one physical education lesson during the inspection. Judgements are, therefore, based upon a scrutiny of planning and discussion with staff and pupils. A good range of activities, including dance, gymnastics, and games, is taught within the restrictions of the accommodation available.

177. The pupils make satisfactory progress through both key stages. The school has a scheme of work, which is awaiting revision, and makes reference to published guidelines to ensure that progress is consistent across the whole range of activities, and that existing skills are built upon.

178. The pupils enjoy the subject and work hard, improving their skills and performance levels. The one lesson observed concentrated upon teaching the skills required for basketball. The quality of teaching was very good, mainly due to high level of personal expertise and understanding, brisk pace and high expectations. Lesson planning is satisfactory, and there is clear identification of learning objectives, together with an emphasis upon personal safety.

179. An appropriate emphasis is placed upon swimming, and pupils from Key Stage 2 travel to a local pool regularly. There is an adequate supply of small games equipment. There is a lack of regular provision for floor work and large gymnastics apparatus, and this restricts coverage of part of the curriculum, due to the inadequacy of the accommodation. However, this is compensated by the wide variety of team games and outdoor activities, regular opportunities for swimming and dance. The school has the benefit of a large playing field, which is also used by the local community. There is a good range of extra curricular activities, including football, netball, basketball, country dancing and a running club that support and enhance the curriculum, and good opportunities are available for pupils to take part in local tournaments. Statutory requirements are met. Standards have been maintained overall since the previous inspection.

184. **PART C: INSPECTION DATA**

184. **SUMMARY OF INSPECTION EVIDENCE**

180. Three inspectors spent a total of seven days inspecting the work of the school. They made a total of 28 observations of lessons or parts of lessons, scrutiny of work and other work with pupils over a total of 32 hours. They scrutinised a complete sample of the work of about ten per cent of the pupils, heard a similar number read and spoke to many more about their work. Discussions were held with members of the teaching staff, members of the support staff, parents and governors. The previous report, action plan, school policies, the school improvement plan, registers and teachers' plans and records were examined, as were a sample of minutes of the meetings of the governing body and reports to parents. Before the inspection, 12 parents attended a meeting with the registered inspector to express their views of the work of the school, and responses were received 16 parents to a questionnaire on the same subject.

DATA AND INDICATORS

185. 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	57	1	8	3

185. Teachers and classes

185. Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent):	3.4
Number of pupils per qualified teacher:	16.76:1

185. Education support staff (YR – Y6)

Total number of education support staff:	4
Total aggregate hours worked each week:	48.5
Average class size:	19

185. Financial data

Financial year:	1998/99
	£
Total Income	140472
Total Expenditure	128053
Expenditure per pupil	2032.59
Balance brought forward from previous year	20503
Balance carried forward to next year	32922

185. PARENTAL SURVEY

Number of questionnaires sent out: 54

Number of questionnaires returned: 16

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	56	37	6	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	50	37	6	6	0
The school handles complaints from parents well	13	47	20	20	0
The school gives me a clear understanding of what is taught	31	44	12	12	0
The school keeps me well informed about my child(ren)'s progress	25	50	19	6	0
The school enables my child(ren) to achieve a good standard of work	20	60	20	0	0
The school encourages children to get involved in more than just their daily lessons	25	56	19	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	7	73	13	7	0
The school's values and attitudes have a positive effect on my child(ren)	19	75	0	6	0
The school achieves high standards of good behaviour	19	62	12	6	0
My child(ren) like(s) school	44	37	6	12	0