

INSPECTION REPORT

MAWGAN IN PYDAR COMMUNITY SCHOOL
Newquay

LEA area: Cornwall

Unique Reference Number: 111884

Headteacher: Vanessa Bragg

Reporting inspector: Mrs L. Kelsey

Dates of inspection: 1-4 November 1999

Under OFSTED contract number: 707098

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 to 11
Gender of pupils:	Mixed
School address:	St. Mawgan Village Newquay Cornwall TR8 4EP
Telephone number:	01637 860491
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Paul Roberts
Date of previous inspection:	15-17 January 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mrs L Kelsey, Registered Inspector	Under fives Mathematics Science Design and technology Information technology Art	Attainment and progress Teaching Curriculum and assessment Staffing, accommodation and learning resources
Mrs A Moss, Lay Inspector	Equal opportunities	Attitudes, behaviour and personal development Attendance Support guidance and pupils' welfare Partnership with parents and community
Mr G Simpson Team Inspector	Special educational needs English History Geography Music Physical education Religious education	Pupils' spiritual, moral, social and cultural development Leadership and management Efficiency of the school

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REPORT CONTENTS

	Page
MAIN FINDINGS	5 - 8
What the school does well	
Where the school has weaknesses	
How the school has improved since the last inspection	
Standards in subjects	
Quality of teaching	
Other aspects of the school	
The parents' views of the school	
KEY ISSUES FOR ACTION	9
	Paragraph
INTRODUCTION	1 - 3
Characteristics of the school	
Key indicators	
PART A: ASPECTS OF THE SCHOOL	
Educational standards achieved by pupils at the school	4 - 23
Attainment and progress	
Attitudes, behaviour and personal development	
Attendance	
Quality of education provided	24 - 49
Teaching	
The curriculum and assessment	
Pupils' spiritual, moral, social and cultural development	
Support, guidance and pupils' welfare	
Partnership with parents and the community	
The management and efficiency of the school	50 - 65
Leadership and management	
Staffing, accommodation and learning resources	
The efficiency of the school	
PART B: CURRICULUM AREAS AND SUBJECTS	
Areas of learning for children under five	66 - 73
English, mathematics and science	74 - 94
Other subjects or courses	95 - 128
PART C: INSPECTION DATA	
Summary of inspection evidence	129
Data and indicators	

MAIN FINDINGS

What the school does well

- Good standards in science in tests at Key Stage 2 and improved standards since September in English.
- Good interactive teaching and well organised and planned lessons.
- Very good teaching in English and mathematics and good teaching in science.
- Very good attitudes and behaviour displayed by all pupils supported by very good procedures consistently applied by staff. Pupils keen and enthusiastic to learn.
- Good curriculum provision for spiritual, moral, social and cultural education.
- Good leadership and management of the school with improved staff and parent relationships.
- Continued support for the school through a well structured governing body.
- Good links with the community including the use of local schools' facilities.
- Well qualified and experienced teachers and support staff.
- Very good support for pupils with statements of special educational need.
- Efficient financial control and school administration.

Where the school has weaknesses

- I. In information technology (IT) standards are below expectations in Key Stage 2 and progress in the school as a whole is unsatisfactory
- II. Progress in design and technology (DT) and geography is unsatisfactory because of lack of resources and their use.
- III. Progress in physical education (PE) is unsatisfactory because of inadequate space for effective teaching of indoor and outdoor games and gymnastics.
- IV. Shortage of space in the school is making teaching more difficult.
- V. Inadequate resources in mathematics, religious education (RE), design and technology.
- VI. Subject co-ordinators not full involved in monitoring of standards, progress and level of resourcing in mathematics, IT, design and technology, geography and music.

The school's strengths outweigh its weaknesses. The governors' action plan will set out how the weaknesses will be tackled. This 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 improved in a number of key areas since the previous inspection and has overcome most of the weaknesses pointed out in the last report. The leadership and management of the school has changed recently and there is now a strong commitment to improving standards, the quality of the teaching and the curriculum. The school now gives satisfactory value for money. Standards seen during the inspection in mathematics and English have improved since the change in teaching staff at the school and the full introduction of the literacy and numeracy hour. Standards and progress in IT are below expectation overall and teachers still lack confidence to teach the subject adequately. There is very much more good teaching and much less unsatisfactory teaching. The quality of teachers' short term planning and the planning of the curriculum has improved, although progress in a number of foundation subjects is unsatisfactory and information about pupils' attainment is still not fully used to inform planning for foundation subjects, IT and RE. Attendance is still good and pupils' attitudes and behaviour have improved. The provision for spiritual, social and moral education has improved and is now good. The accommodation remains unsatisfactory with a lack of space for indoor and outdoor PE. Governors have become increasingly involved and offer good support through their well structured committees. The headteacher has very clear ideas about how the school can improve and has already carried out an internal audit to highlight areas of weakness. The school is well on course to make good improvements in the future.

• **Standards in subjects**

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

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

Test results from 1999 show that pupils have performed at an average standard in English and in mathematics and well above average in science. When compared to similar schools, standards are average in English and mathematics and well above average in science.

Although standards were above average in 1998 and have been maintained in science they have fallen in English and mathematics. Standards seen during the inspection in mathematics and English were better than this mainly because of the effect of the literacy and numeracy hours. Pupils' speaking and listening skills are good and although progress over time has been inconsistent, it is now satisfactory. Standards and progress in reading are good. The quality of writing in the school is average but not enough higher attaining pupils are not reaching the standards of which they are capable. This conforms with base line assessment and end of key stage test results. During the inspection week, standards in mathematics were above average at Key Stage 1 and average at Key Stage 2. Progress is satisfactory across the school. Standards seen in science were in line with national averages and progress is

satisfactory across the school for all pupils. This is lower than last years test results because teaching in science over time has not always been satisfactory for the pupils currently at the top of the school.

Standards are below expectation overall in IT. They are in line with expectation by the end of Key Stage 1 and below at the end of Key Stage 2. Progress is unsatisfactory at both key stages. In RE, by the end of Key Stage 2, standards are average and progress throughout the school is satisfactory. By the end of Key Stage 1 progress is good in art, satisfactory in history, music and design and technology. It is unsatisfactory in geography and PE. By the end of Key Stage 2 progress is satisfactory in art and history and unsatisfactory in design and technology, geography and PE. There was very little evidence of work available in music with which to form a judgement.

Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Good	Good	Good
Mathematics	Good	Good	Good
Science		Good	Good
Information technology		Satisfactory	Satisfactory
Religious education		Satisfactory	No evidence
Other subjects	Good	Satisfactory	Satisfactory

Teaching was good in nine out of ten lessons and very good in nearly one third of lessons. It was satisfactory in 95% of lessons. There were only two unsatisfactory lessons and these occurred at both key stages. Teaching was good in all subjects at Key Stage 1 and most at Key Stage 2.

Teaching was mostly very good in English and mathematics and good in science at both key stages. It was satisfactory in IT, RE and PE. It was good in history and art across the school and good in music at Key Stage 1. The teaching of swimming was good at Key Stage 2. Geography and design and technology were not taught during the inspection week. Classroom assistants are well deployed and support pupils with special educational need. No observations were made of PE and music teaching in Key Stage 2 and staff lack confidence with both subjects and also with teaching IT. The lack of suitable accommodation for teaching both indoor and outdoor PE affects the progress pupils make in this subject. Teaching is good for the children who are under-five. The teaching of pupils with statements of special educational need is excellent and very good progress has been made

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	Behaviour is very good. Pupils are interested and responsive to lessons. They are keen and eager to learn.
Attendance	Good attendance and a prompt start to lessons has a positive effect on continued learning and progress.
Ethos*	Satisfactory overall; attitudes, relationships and behaviour are all good but the commitment to high achievement has only recently been fully recognised under the new management.

Leadership and management	The headteacher provides good leadership and has a clear educational vision and sense of purpose. The governing body is well organised with sub committees. They continue to provide support to the school. The specific roles for co-ordinators are not clearly defined.
Curriculum	A broad and balanced curriculum promotes intellectual and personal development. The teaching of PE is limited by the lack of facilities for indoor and outdoor teaching. Procedures for assessment are satisfactory but too little use is made of information gathered to plan the next stages of learning.
Pupils with special educational needs	Pupils with special educational need make good progress. They are well supported by the provision in the school.
Spiritual, moral, social & cultural development	Provision is good for spiritual, moral and social education. Cultural development is satisfactory.
Staffing, resources and accommodation	Present teaching staff are conscientious and hardworking. Resources are currently unsatisfactory in a number of key areas and lack of accommodation is still impinging on the progress made in PE, design and technology and art.
Value for money	The school provides satisfactory value for money. Attainment on entry is good, pupils make good progress although progress has not always been good for all pupils over time.

*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	What some parents are not happy about
<p>VII. they are encouraged to play an active part in the life of the school.</p> <p>VIII. they find it easy to approach the school with questions or problems about their children.</p> <p>IX. the school values and attitudes have a positive effect on the children.</p> <p>X. that their children enjoy school</p> <p>XI. complaints from parents are dealt with well.</p> <p>XII. they are kept well informed about what is taught and about their children's progress.</p> <p>XIII. children are encouraged to be involved with more than their daily lessons.</p> <p>XIV. there are high standards of behaviour.</p> <p>XV. good standards of work are achieved.</p> <p>XVI. the level of homework set for most children at the school.</p> <p>XVII. That they have a clear understanding of what is taught</p>	<p>XVIII. Some concerns were expressed about the ent teachers one class had experienced.</p>

Parents are very supportive of the school and were positive about most aspects. Parents felt that standards at the school are good and this was reflected in the tests results at the end of Key Stage 2 in

1998. However the 1999 tests were weaker in English and mathematics. Inspectors found that standards were beginning to improve again since September 1999. Parents had some concerns over the teaching in one class which has been inconsistent over time. During the inspection teaching had improved for this class and the school is dealing with the problem.

KEY ISSUES FOR ACTION

To raise standards further in the school, the headteacher, staff and governors should:

Raise attainment in IT by:

- XIX. developing the scheme of work to include a list of skills which ensure pupils progress in knowledge beyond what they already know.
- XX. continuing to improve and develop staff skills and confidence.
- XXI. ensure that the use of IT is incorporated into lesson planning so that the new skills are used effectively.
- XXII. developing methods of assessment to inform teachers about what pupils know understand and can do.

(paragraph number 15, 95, 96, 97, 98, 99)

Improve progress in foundation subjects and in particular design and technology and geography by:

- XXIII. developing a whole school approach to improving methods of how pupils are taught and learn in the classroom, building on the good practice currently in the school.
- XXIV. developing assessment procedures which can inform teachers about pupils' progress over time.
- XXV. reviewing existing schemes of work to ensure adequate coverage of the curriculum and progressive teaching of skills.
- XXVI. ensuring pupils have a range of opportunities to use different materials and tools in all classes for design and technology, art.
- XXVII. making better use of the local environment for worthwhile and relevant project work across the whole curriculum.

(paragraph numbers 16, 108, 109, 110, 111, 112, 113)

Improve accommodation so children can be taught more effectively by:

- XXVIII. drawing up a strategic plan, within a realistic time scale, to improve the quality of the buildings and site.
- XXIX. carrying out a detailed site assessment that; lists all health and safety issues, assesses how accommodation affects attainment of pupils and how it impedes the teaching of PE, science design and technology and art.
- XXX. developing a system of monitoring improvements to show that standards are raised over time.

(paragraph number 43, 59, 63, 89, 94, 99, 107, 109, 120, 123,)

Review and revise the roles and responsibilities of the staff by:

- XXXI. defining specific roles for subject co-ordinators which can allow staff to lead and develop their areas.
- XXXII. providing time and resources to support these roles
- XXXIII. continuing to involve governors in strategic planning, support and monitoring of the school

(paragraph number 52, 54, 58, 59, 61, 62, 89, 94, 105, 107, 109, 113, 116, 123)

As part of the action plan governors should also consider the points raised in the following paragraphs.
(Others 36, 46, 93, 98)

INTRODUCTION

- **Characteristics of the school**
-
- 1. Mawgan in Pydar Community School is a smaller than average primary school located in St Mawgan, Newquay, Cornwall. The number of pupils on roll has ranged between 105 and 117 pupils over the last four years. At the time of the inspection there were 108 pupils between the ages of five and 11 and a further 10 part-time and two full time pupils under the age of five. Pupils join the reception class during the year in which they reach their fifth birthday and they attend part-time until the term in which they are five. The number of pupils with statements of special educational need was slightly above the national average in 1998, but has fluctuated over the last four years and at the time of the inspection was two which is below national averages. The number of pupils on the register for special educational needs is also below national averages. There are no pupils in the school who have English as a second language and 8.5% of pupils have free school meals which is also below the national average.
- 2. The accommodation is sited around an old Victorian school, which dates from 1861. The buildings and site have been modernised and extended over time to include modern office facilities and space for a library. In addition three additional temporary classrooms are located in adjoined ground which does not belong to the school. The school is anticipating the need to find space for a further classroom in the summer term of 2000 when all its part time pupils attend the school full time.
- 3. The present headteacher has been in post since the beginning of the Autumn term 1999, although she has been at the school for the last twelve years and was appointed acting headteacher last Easter 1999. The aims of the school are to:
 - promote high self esteem through the recognition of individual qualities and achievement.
 - work together with parents to make each child's education happy, enjoyable and worthwhile.
 - provide equal opportunities for all children in our care, to develop a broad and balanced view of the world.
 - encourage self respect and self confidence, and an ability to respond to the feelings and needs of others.
 - develop knowledge and skills, by realising the intellectual and physical potential of each individual.
 - develop independent thinking and learning and a confidence to question and reflect upon knowledge and experiences.
 - promote an understanding of spiritual and moral values which reflect a sense of fairness and justice.
 - to welcome both parents and the community into the life of the school so our children can see that we work together.

Key indicators**Attainment at Key Stage 1**

Number of registered pupils in final year of Key
Stage 1
for latest reporting year:

Year	Boys	Girls	Total
1999	3	10	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	2 (9)	2 (7)	3 (9)
	Girls	10 (9)	9 (8)	10 (9)
	Total	12 (18)	11 (15)	13 (18)
Percentage at NC Level 2 or above	School	92 (95)	85 (79)	100 (95)
	National	82 (80)	83 (81)	87 (84)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	2 (9)	3 (9)	3 (9)
	Girls	10 (9)	10 (9)	10 (9)
	Total	12 (18)	13 (18)	13 (18)
Percentage at NC Level 2 or above	School	92 (95)	100 (95)	100 (95)
	National	82 (81)	86 (85)	87 (86)

Attainment at Key Stage 2

Number of registered pupils in final year of Key Stage 2
for latest reporting year:

Year	Boys	Girls	Total
1999	9	10	19

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	8 (5)	8 (6)	9 (7)
	Girls	9 (5)	6 (3)	10 (4)
	Total	17 (10)	14 (9)	19 (11)
Percentage at NC Level 4 or above	School	89 (83)	74 (75)	100 (92)
	National	70 (65)	69 (59)	78 (69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	8 (6)	8 (7)	9 (7)
	Girls	9 (5)	6 (4)	10 (5)
	Total	17 (11)	14 (11)	19 (12)
Percentage at NC Level 4 or above	School	89 (92)	74 (92)	100 (100)
	National	68 (65)	69 (65)	75 (71)

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

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:

		%
Authorised Absence	School	6.0
	National comparative data	5.7
Unauthorised Absence	School	0
	National comparative data	.5

•

• **Exclusions**

Number of exclusions of pupils (of statutory school age)
during
the previous year:

	Number
Fixed period	0
Permanent	0

•

Quality of teaching

Percentage of teaching observed which is:

	%
Very good or better	32
Satisfactory or better	95
Less than satisfactory	5

- **PART A: ASPECTS OF THE SCHOOL**
- **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**
- **Attainment and progress**
 1. Attainment on entry to the school for most pupils is above average. Language skills particularly in speaking and listening and reading are above average; personal and social skills are well developed. Skills in mathematics are average but physical development is also above average. This was supported by the local test administered when pupils reached the age of five year old. Pupils under five achieve well at the school and by the time they are five are above average in literacy and numeracy skills. In the curriculum area of knowledge and understanding standards are average, although above expectation in IT. Physical and creative development are also average.
 2. The English results in 1999 Key Stage 1 tests indicate that overall attainment is average in reading and writing. When compared to similar school standards in reading and writing are average. Standards have improved, over time, for the number of pupils achieving average standards, but not for the higher attaining pupils. Overall at the end of Key Stage 1 the percentage of pupils achieving average levels in reading is above national average, whereas in writing it is average. Pupils do not achieve so well the higher levels for writing and they are below average.
 3. Overall at the end of Key Stage 2, in 1999, pupils performed at average levels both nationally and when compared to similar schools. Standards are better for the number of pupils achieving average levels (level 4) but the number achieving the higher levels (level 5) is well below average. This is the case both nationally and when compared to similar schools. Standards have remained above average between 1996 and 1998 but have declined in relation to national trends in 1999.
 4. During the inspection standards in speaking and listening and reading, for the pupils currently at the school, were found to be above average, but standards in writing are average. Standards of higher attaining pupils are not as high as they should be in writing. Pupils' speaking and listening skills were good during the inspection. Pupils of all ages and ability pay close attention to proceedings in the classroom. Consequently, they are clear about teacher expectations and in group discussions they listen carefully and acknowledge differing points of view. Pupils speak confidently and answer questions willingly, displaying a good range of appropriate vocabulary. Opportunities to take part in assemblies help to develop pupils' confidence and self-esteem. This is exemplified by discussions about environmental development. There is a consistency in the quality of teaching that pupils receive which ensures that currently pupils make good progress. Progress over time has been unsatisfactory in the past due to inconsistencies in teaching but is now satisfactory overall with better teaching and with the full implementation of the literacy hour.
 5. The standard of reading is good, which is an improvement on the previous report. Most pupils at all ages and stages express a liking for reading. They talk about their favourite books and the higher achievers discuss authors and genre. When discussing character and plot, these pupils refer to text to clarify their thoughts. Although systematic teaching of reading skills takes

place, the ability of younger, below average pupils to use a range of strategies needs further development. All pupils receive lessons on retrieval skills and most can use a contents and index. More able pupils are also familiar with, and understand the function of, a glossary. Current progress in reading is good, because of the very good application of the literacy hour. The introduction of the 'buddy' system, when older pupils listen to younger pupils read, is also influential in enhancing standards. However pupils are not always listened to regularly by trained adults and progress in Key Stage 2 has been inconsistent in the past, making progress satisfactory overall.

6. The quality of writing in the school is average overall, but higher attaining pupils are not reaching the standards of which they are capable. This conforms with base line assessment and end of key stage test results. The school is addressing this comparative weakness via the literacy hour, where there is evidence of real progress being made. Pupils are now given a wide range of writing tasks and purposes. They write stories, poems, postcards, accounts, letters and descriptions, among other things. The quality of ongoing work indicates that the school is being successful in raising standards. Opportunities for using literacy are limited in other subjects as teachers overuse worksheets and this prevents recording in some lessons such as science. The standard of handwriting is unsatisfactory as there is an inconsistency in approach throughout the school. Spelling, punctuation and sentence structure are all satisfactory.
7. In the 1999 test in mathematics at the end of Key Stage 1, pupils achieved well above national averages when compared with results nationally and with those of similar schools. Standards were average both nationally and compared to similar school at the end of Key Stage 2. The standards observed during the inspection were similar to the test results.
8. Progress is satisfactory across the school. In the youngest class pupils can organise numbers in a sequence and name the missing number. Most can order numbers correctly to 15, but about one third cannot achieve this. This is, however, a good level of work for this age group. By the end of the key stage pupils can double and halve numbers and recognise numbers with a difference of three. The more able groups work on sequencing numbers with regular and repeating patterns. Most pupils achieve the average levels for their age and some more able ones achieve higher levels.
9. As pupils work through Key Stage 2 progress is more variable and at times has not been consistently good. By the end of the key stage most can use decimals, counting back in steps of 0.5 and 0.25. They also could round decimals to the nearest whole number. Most could name 2 dimensional shapes such as rhombus and rectangle and use clues such as parallel lines when identifying and naming the shape. Work of this level is average for the top end of Key Stage 2 although a few pupils are beginning to work at the higher levels. Numeracy skills learnt in lessons are not always used well across other areas of the curriculum, especially in geography and science.
10. In science standards seen during the inspection week were in line with national averages by the end of both key stages and progress is satisfactory across the school for all pupils. This is lower than last years test results because teaching in science has not always been satisfactory for the pupils currently at the top of the school. In the 1999 teachers' assessment at Key Stage 1 all pupils achieved standards in line with national averages. At Key Stage 2 all pupils achieved at least the national levels for their age and a good percentage achieved the higher levels. When compared to similar schools, standards were well above average for average

levels of attainment and above average for the higher levels of attainment.

11. In the youngest class pupils can sort using the two categories of hard and soft. They record their observations with drawings. By the end of Key Stage 1 pupils are able to name different teeth and measure the bite of their mouth. They use simple equipment well. Work of this level is in line with national averages. The younger junior class were studying different food types and categorising healthy and not healthy food. They use leaflets to help identify the different categories but few pupils when asked knew the major groups of food types. The work was below standards normally expected for this age group. In the oldest class pupils were studying electrical circuits and were able to wire a simple circuit and draw diagrams using simple symbols. They investigated the effect of adding bulbs and batteries. Standards here were in line with national averages but lacked opportunities for able pupils to achieve higher levels of work such as inserting switches, buzzers and motors. This was a missed opportunity.
12. Standards are below expectation overall in IT. They are in line with expectation by the end of Key Stage 1 and below at the end of Key Stage 2. Progress is unsatisfactory at both key stages because too few opportunities are given to pupils to use IT across the curriculum. In RE, by the end of Key Stage 2, standards are average and progress throughout the school is satisfactory.
13. Progress is good in art and satisfactory in design and technology, history and music by the end of Key Stage 1. It is unsatisfactory in geography and PE. Progress is satisfactory in art and history and it is unsatisfactory in design and technology, geography and PE by the end of Key Stage 2. No music was seen taught at Key Stage 2. Progress is good for the pupils with special educational needs. Individual education programmes are produced for pupils on the special educational needs register. Pupils' progress is monitored via these programmes and these are used as a basis for discussion during the annual reviews of those pupils who have a statement of educational need.
16. **Attitudes, behaviour and personal development**
14. Standards of behaviour throughout the school in lessons and at playtime are better than at the time of the last report and are now very good. Pupils are well behaved at lunchtime. All pupils including those with special needs are interested and responsive, taking part in all the activities provided for them. They are keen and eager to learn.
15. All pupils play well together as part of a group, even when they are not being directly supervised. They confidently share resources with others and this has a positive effect on learning. The school functions as an orderly and happy community. The children clearly understand what is expected and respect the rules and conventions that exist to safeguard them. The personal development of all the pupils is very good. New children to the school settle happily and enjoy school. They are confident and establish very good relationships with other children and adults. They are encouraged to think of other people and to be polite. There have been no exclusions.
16. The pupils' attitudes to learning are also very good, and they are benefiting from being given

responsibilities and by being encouraged to take initiative. Throughout the school the pupils, including the youngest, respond positively to the values and standards set by the school. They develop good habits of working and settle down quickly to tasks and persevere with them throughout the lessons. They work very well together and are interested in their learning.

17. The quality of inter-personal relationships is very good. Girls and boys mix well together, and pupils treat each other and adults with courtesy and respect. However, the children need to be more prepared for life in a multi-cultural society, and they are now being made more aware of other cultures. They undertake routine tasks to keep the classrooms tidy and organised, they have their own school council, and they collect for charities.
18. The school environment is safe, secure and supportive. Pupils are able to make good progress in their personal development and thus grow confidently in their awareness of themselves and others. Pupils' self-esteem is regarded as important and the headteacher announces achievements in assembly. The quality of wall displays is high, despite the lack of space, and this has a positive effect on the children's learning. Their work is valued and this enhances their personal and social development.
19. Attitudes, behaviour and social development of the pupils who are under five years of age are very good. They play and work well together. Relationships are positive and they make the transition from part-time to full-time well. Their personal and social skills are above average when they enter school. Most have attended a part time local playgroup. By the time they reach the reception class pupils are well prepared socially to follow the National Curriculum.

22. **Attendance**

20. Pupils' attendance levels remain good and the effect on continuity and access to the curriculum is positive. Lessons begin and end on time. An attendance policy has been introduced and registration procedures are now properly documented and effectively implemented, meeting statutory requirements. Attendance figures are reported in the governors' report to parents, but not in the school prospectus, although there is a helpful section explaining absence.

23. **QUALITY OF EDUCATION PROVIDED**

23. **Teaching**

21. Teaching was good in nine out of ten lessons and very good in nearly one third of lessons. It was at least satisfactory in over 95% of lessons seen. There were only two unsatisfactory lessons and these occurred at both key stages. Teaching was good in all subjects at Key Stage 1 and in most at Key Stage 2. No observations were made of PE, geography, music and design and technology teaching in Key Stage 2. Staff lack confidence with IT, PE and music. Geography and design and technology were not part of the planned curriculum during the inspection. The lack of suitable accommodation for teaching both indoor and outdoor PE affects the progress pupils make in this subject.
22. Teaching was very good in English and mathematics and mostly good in science at both key stages. It was satisfactory in IT and RE and PE when seen during the inspection. It was good in

history and art across the school and good in music at Key Stage 1. The teaching of swimming was good at Key Stage 2. Geography and design and technology were not taught during the inspection week and not enough time is given to pupils to develop their skills in IT.

23. Most teachers used some very dynamic teaching styles in the good lessons. These involved good question and answer sessions which challenged pupils such as the swimming lesson of older Key Stage 2 pupils. Good session plans were used during the inspection with focused activities and work planned for different groups in literacy and numeracy. High expectations were set such as in a Key Stage 2 English lesson where good questioning skills challenged pupils to think deeply and express themselves coherently. Teachers interact well with pupils such as in a music lesson for the youngest pupils. Most teachers have good knowledge in most subjects and explain tasks well to pupils. They manage the classroom and organise resources well for pupils' use, often in limited space and with limited resources to use, such as PE. Classroom helpers are usefully deployed and work with different groups following teachers' instructions. Their questioning of pupils' understanding is good and in the best examples observe and record how well pupils are doing.
24. On the rare occasions when teaching was unsatisfactory lessons lack pace and rigour to challenge pupils fully. This occurred in a science lesson where time was not used productively to encourage pupils' thinking about different food types. At other times teachers rely too heavily on worksheets which the pupils fill in and these often lack challenge for more able pupils. In the PE lesson the size of the playground limited the full participation of all pupils in the exercise and pupils sat around listening to instruction for too long and getting cold. Over one third of the class were without suitable PE clothing that day and did not take part in the lesson. Teachers have become disheartened and pupils are not enthusiastic about these lessons. However, alternative arrangements were made by the teacher.
25. Teachers set homework regularly and parents are happy that this supports independent learning at home. Pupils' work is marked consistently and pupils receive house points for good work. On going assessment is satisfactory and good in some classes where teachers and support staff monitor pupils and make notes about their progress. Their work is displayed around the school although space limits the overall effect of this. The co-ordinator for special educational needs manages the education of these pupils efficiently and effectively. She is well supported by class teachers and support assistants who work very well with the pupils.
26. Teaching is good for the children who are under-five. Both teachers who share the reception class plan the curriculum very well to ensure that as much as possible of the areas of learning are covered in the time available. A classroom assistant and the parent helpers work very well as a team, with the teachers. The class is also very well organised and the teaching of literacy and numeracy is promoted through several areas. The teachers have good subject knowledge which is used well and the resources in the classroom are accessible to develop pupils in all the areas of learning. The good teaching seen for the children who are under-five promotes good progress and pupils' standards are above average by the time they are five. The teaching of the pupil, in this class, with a statement of special educational need is excellent, she has made very good progress during her time at the school.

29. The curriculum and assessment

27. Within the facilities it has available the school provides a broad and balanced curriculum which promotes pupils' intellectual, and personal development, preparing them well for their secondary schools. All National Curriculum subjects, religious and sex education are taught but some of the foundation subjects are limited in coverage and content. There is a lack of evidence of progress in a number of subjects such as geography, design and technology and RE. This is because the school lacks space to keep pupils' work as evidence of progress over time. The school is limited by the lack of suitable facilities for physical development although it makes good use of neighbouring schools and the local swimming pool. The development of social skills are also difficult because of lack of space to sit all pupils in one area at lunch time and the need to split pupils at playtime between two hard court areas at different ends of the school. The curriculum will be further restricted when the assembly hall has to be used for an additional classroom in the summer term when all pupils attend full time.
28. The curriculum for the pupils under-five is broad and balanced and is based on the nationally recommended six areas of learning. Weekly planning sheets are used very effectively to ensure all areas are given appropriate focus. For example pupils were withdrawn to the school library areas to explore further the story of 'Peace at Last' using the story to communicate their ideas of noise with a percussion instrument. This lesson linked very well with the topic of bears currently being studied by the pupils in this class. Teachers plan well and evaluate the outcome of the lesson. Pupils with special educational needs are very well supported by the classroom assistant. Teachers assess pupils when they enter the school and complete base line testing on them during the term in which they are five. Information is recorded and used to identify problems. On-going assessment is also used and good records are kept on individual pupils.
29. Teachers plan the curriculum on three levels at Key Stage 1 and 2. The long term planning and schemes of work ensure that all subjects are taught over time and the school makes good use of national schemes to support their teaching. Planning for foundation subjects follows a two year cycle to enable teachers with mixed age classes to ensure all pupils have equal access and opportunities to the curriculum provided. Lesson organisation, which caters for the needs of those pupils with special educational needs, ensures that these pupils have full access to the curriculum. Support assistants are successful in aiding this access.
30. Weekly planning focuses on literacy and numeracy sessions following the nationally agreed strategies and this has been well implemented in all classes, allowing different tasks for different groups of pupils. Weekly planning of other subjects however lacks emphasis on group work and different tasks for different ages and abilities within mixed age classes. This affects the progress a number of pupils make in these subjects. During the inspection teachers used a lesson plan which contained good detail about learning intentions and tasks to be done by the pupils. They identified opportunities for assessment which would ensure pupils made progress. This was a good aspect of teaching seen during the week.
31. All teachers set homework and this is progressive through the school. Parents have agreed the amount and format for homework setting and it contributes to the development of pupils' independence in learning. Additional activities such as football and netball are offered to pupils to extend their sporting opportunities and these are a satisfactory provision for the size of school.

32. Procedures are in place for pupils to take national tests and assessment at the end of both key stages. The school also tests pupils on entry to the school to gauge their potential and to highlight any learning difficulties. In addition the school administers a number of other national tests at the end of each year. Teachers are satisfactorily assessing pupils in literacy, numeracy and in some classes in science and IT. However no assessment of RE is carried out and teachers are unaware of what pupils know. Pupils are not assessed formally in other subjects. Assessment of the pupils who are under five years old is good and the teachers keep good on-going records of individual pupils in this class. However in other classes this is not consistently carried out and teachers are not fully aware of pupils' standards.
33. Information from test data is kept by teachers and the school is developing individual pupil profiles. However, these do not yet contain all the information such as whether the pupil has special needs. The school reports are kept in a separate place. These report on all National Curriculum subjects but many contain information about what has been taught and not what pupils have achieved. They are unhelpful to parents in understanding how well their children are doing. The headteacher keeps information which tracks pupils test scores and targets for future tests but not all teachers make full use of the assessment data available to them to plan the next stages of learning in class. All staff are aware of the school's policy and procedures for the identification, assessment and provision for pupils with special educational needs.
36. **Pupils' spiritual, moral, social and cultural development**
34. Overall, pupils' spiritual, moral, social and cultural development is good, which is an improvement on the previous report. This has been achieved by initiatives recently introduced into the curriculum and by an improvement in the quality of teaching. There is a strong team spirit which has developed over the past six months. This has enhanced the quality of relationships and attitudes fostered by all concerned with the school.
35. Spiritual development is good. It is encouraged mainly through the school assemblies and the religious education curriculum. Pupils enjoy and respond to assemblies. They consider a range of issues, reflect upon them and participate enthusiastically in discussion and role play. Hence, they examine their own lives and the contributions they make to their own community, as well as issues from the wider world. Acts of collective worship fulfil statutory requirements. In religious education, which is mainly discussion based, pupils are encouraged to learn about a range of faiths and to consider the impact of ceremonies and festivals on people's lives. They also consider the impact events, such as the earthquake in Turkey, have on the lives of people living there. In other subjects of the curriculum, pupils discuss real events through history and literature. This is best exemplified in current work, where pupils empathise with the plight of evacuees in World War II. Involvement in the development of the school environment in the playground designs and the garden area promote positive attitudes and an aesthetic appreciation of their world. At present, opportunities for spiritual development happen incidentally within the curriculum. A planned, co-ordinated approach would improve the situation even further.
36. The provision for pupils' moral development is good. Pupils have a clearly defined sense of right and wrong, which they acquire from the onset of school life. This is developed during their time in school in assemblies and throughout the curriculum. They discuss moral issues, such as a fictitious plan for land development and debate the factors involved. The recently introduced circle time gives a platform for discussion and debate, when issues relevant to their

own lives and consequently, their future roles in society, are contemplated. Pupils appreciate and recognise the contributions fellow pupils make to the school and celebrate them in assemblies. This is effective in raising self esteem. The recently introduced 'buddy' system is good, in that it not only allows older pupils to take responsibility for their younger colleagues' welfare, it also prepares younger pupils to assume that role in time. Pupils' sense of community responsibility is reflected in their very active fund raising for charities. The emphasis placed on safety in school, on visits and in the locality enhances pupils personal awareness and also awareness of others.

37. Social development in the school is good. From the very start, the school is successful in promoting a strong sense of self discipline. This is most noticeable in reception and Year 1 music lessons, where pupils are able to control their natural inclinations to 'play' instruments out of turn. A strong feature of the school is the alacrity with which pupils respond to teacher directives. For example, in activities which generate noise, the pupils are readily brought to attention and this promotes efficient use of time and the smooth running of lessons. When pupils are required to work in silence, they do so. The school council, recently introduced, is a good initiative to promote social development. Through it, pupils get a real sense of responsibility to the wider society and all pupils realise they have something to offer in shaping society. Those with a role on the council feel that they have made real differences to the running of the school. Throughout the school pupils are given day to day responsibilities. Social interaction and awareness are fostered through the 'buddy' system. Lunchtime arrangements and play times are occasions when pupils mix successfully and get on well together. The programme of extra curricular activities and school visits make a strong contribution to the social development of pupils.
38. The school makes a satisfactory provision for pupils' cultural development. Aspects of British culture are delivered through the English, history and religious education curricula. Visits in the locality and further afield introduce pupils to the richness and diversity of the cultural heritage of the region. However, insufficient opportunities are taken to develop this across the whole curriculum. The school has not taken full advantage of the wealth of culture on its own doorstep. Knowledge and insight into other cultures are under developed. Although an introduction to other faiths takes place in religious education, there are not enough planned opportunities across the whole curriculum to develop a knowledge and understanding of the multi-ethnic society within their own country or different societies throughout the world. Although resources have improved, they are still insufficient to make a significant contribution to cultural awareness.
41. **Support, guidance and pupils' welfare**
39. The school continues to provide a secure, happy and caring environment for the pupils and has satisfactory procedures for ensuring pupils' support, guidance and welfare. It communicates effectively with parents about welfare and guidance providing, for example, clear and practical advice about safety around the school and about discipline.
40. Procedures for monitoring academic progress and personal development are satisfactory for all pupils. Verbal reporting is good, but written reporting and marking is only satisfactory, which means that pupils are not given enough guidance on how to make better progress. Staff have high expectations for good behaviour and very effective procedures are in place for promoting discipline. The procedures for monitoring and promoting attendance are satisfactory, and those

for child protection and the promotion of pupils' health and safety are firmly established. Teachers and support staff all make a significant contribution to providing a caring atmosphere and a safe environment for learning. However, due to problems with accommodation, the children have to run across the playground to the main school in all weathers for, for example, assemblies and use of toilets. Also, there is no space for a medical room, and a number of children during the inspection week were unwell and had to sit outside the headteacher's room or in the library. There are good policies in place for fire drills, but these need to be practised more often. The safety issues mentioned in the last report, have been addressed. satisfactorily.

41. The pupils are confident in their dealings with each other and in approaching any member of the teaching and support staff. Emphasis is put on raising self-esteem and politeness. The quality of wall displays is high, despite the lack of space, and this has a positive effect on children's learning. Their work is valued. Close liaison with parents has a positive effect on the quality of the induction of new pupils, and there is good preparation for transfer to secondary school. The school has links with external agencies, and pupils with special educational needs receive good support and guidance. There are plans for the more able pupils to receive more support. The staff receive appropriate training to enable them to keep up-to-date with aspects of care and welfare, and responsibility for health and safety is clearly defined. A comprehensive policy for child protection is in place.
44. **Partnership with parents and the community**
42. The effective links with parents at the time of the last report have been maintained, and relationships with parents and the community are good. Parents feel welcomed into the school where they make an effective contribution to the children's learning. They take an interest in what the school has to offer their children. This is manifested, for example, through fund-raising efforts and helping in the classrooms.
43. Parents speak highly of the systems of communication, but they are not receiving enough information at the moment about the curriculum and topics. The methods of induction of new children and the transfer of children to secondary school are highly valued. Parents appreciate the school prospectus which is very informative, except that it does not give the rates of authorised and unauthorised absences.
44. Staff are regarded as very approachable and their knowledge of the pupils thorough. However, written reports to parents about the attainment and progress of their children are not good. They do not inform parents about academic achievements and progress in a number of subjects, and so they are not meeting statutory requirements. The homework policy is now being implemented and is appreciated by the parents. Parents involved with special educational needs are kept informed of their children's progress.
45. The school's work is effectively enriched by links with the local community. They have very close links with the church and church activities. They have good links with local shopkeepers and with places of interest in the village. Visitors are invited into the school to share their skills and interests, such as the local policeman and the rector of the church. There are no formal business education links.
46. Pupils go on outings, for example to Newquay Zoo and the Royal Cornwall Museum, and have

residential visits to outdoor education centres and camps. These visits are linked to class topics and play an important part in extending the curriculum. The quality of the work displayed on the walls is good, and this contributes to the quality of learning and the pupils' standard of attainment. The nature of the school, with easy access for parents, ensures that parents know who to consult should they have a concern about special educational needs.

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

49. **Leadership and management**

47. The school has recently developed a strong commitment to improvement and to ensuring that pupils do well. This follows the appointment of a new headteacher and is despite the fact that the school is still undergoing some uncertainty at senior management level with the continued absence through illness of the deputy headteacher. The headteacher provides good leadership. She has a clear educational vision and a sense of purpose. She is well aware of the school's strengths and weaknesses and has produced an action plan designed to develop the strengths and to address the weaknesses. She has already had a positive impact on standards, relationships and the atmosphere in school. All employed in the school feel they are members of a team which is mutually supportive. They feel that their contributions are appreciated and valued.
48. The governing body continues to be very supportive. It is well organised into sub-committees which meet regularly and carry out their responsibilities effectively. Governors are determined to develop further the good working relationship with the headteacher, which has already been established. Relationships between the governors and the school are good. The governors respect and have confidence in the headteacher and the current staff. There are designated governors for literacy, numeracy and special educational needs. All these governors have experienced appropriate training and are in close contact with the school. The governors are very eager to develop a strategic view of the way ahead. They seek to look at the future development of the school in an innovative way, which takes account of both national initiatives and the needs of the school. This will involve historic precedent, the use of data to set targets and a fresh look at what is possible to achieve. Statutory requirements are met with the exception of omitting absence data from the school prospectus.
49. The management structure of the school is in a stage of transition. Few co-ordinators have been appointed and, therefore, their role in the management of the school is still unsatisfactory. This has resulted in the headteacher carrying too many subject responsibilities. She has monitored some classroom practice and communicated findings to the staff. This has had a positive effect on teaching styles and consequent progress. This is evident in the delivery of the literacy strategy, which has been very successfully implemented this year. However, monitoring and evaluating the curriculum requires further development.
50. Special educational needs are effectively co-ordinated by the designated teacher. She has worked hard to ensure the needs of pupils are met. Annual reviews are conducted for those pupils with statements of educational need. Individual education plans written for them are used to inform decisions made at these reviews. The governors' policy for special educational needs meets statutory requirements. The governor responsible keeps the governing body informed of relevant matters. Full use is made of specialist support from outside agencies, when such support is available.
51. The school development plan was compiled following consultation and discussion of the headteacher's action plan. It is an improvement, in that progress towards appropriate priorities is measured. However, it is not sufficiently detailed for the school to make the progress it intends. It is too narrow in range and finances are not sufficiently specific. It is important that future plans include all aspects of the school and its budget. It also needs to establish pre-

determined criteria against which progress may be measured.

52. A new mission statement encapsulates the school's aims. This is a shared vision. There is a requirement to update many of the school policies in order for them to reflect the work of the school. The school has a satisfactory ethos. The recent commitment to sustained high achievement bodes well for the future of the school. The school is well placed to make further improvements.
55. **Staffing, accommodation and learning resources**
53. At the time of the inspection one member of staff was on sick leave and the class was being taken by a temporary teacher. The staff currently working at the school are highly committed, well qualified and have experience to teach pupils very well. They are deployed very effectively to meet pupils' needs. Classroom assistants are also suitably qualified and experienced, working in full co-operation with the teachers to the benefit of most pupils. Teaching staff and support staff are well qualified to work with pupils with special educational needs. They work closely with the co-ordinator.
54. Parents are concerned about the turn-over of staff in recent times and in particular about the quality and commitment of some staff. The headteacher and governors of the school are fully aware of the problems and are ensuring that pupils are not at risk and that current problems will be solved as soon as possible.
55. Teachers keep up to date with appropriate training in accordance with a general plan but their training is not linked to established priorities set out in the development plan and is more of a response to training made available to them. For example there is a great need to improve teachers expertise and skills in using IT across the curriculum. The school is aware of these needs. Arrangements for staff appraisal are satisfactory.
56. The accommodation is well maintained and clean and the outdoor areas, including a new sensory garden, are now secured by a high wire fence from the river, but the front wall remains low. The playgrounds are well marked for children's games, and there are some seating areas. The site and accommodation are very small and are, therefore, unsatisfactory for the effective delivery of the curriculum. The lack of a hall remains a problem for assemblies, gymnastics and dance, and for opportunities for lunch to be a whole school activity to develop social skills through older children mixing with younger ones. The classrooms are small and cramped and the amount of space for wall displays and practical work is, consequently, very limited. The children in the outside classrooms have to cross the playground in all weathers to reach the main school, and there is no space for a medical room. There are two playground areas, and three lunch time seating areas making supervision of these areas difficult and time consuming.
57. The level of resourcing is inadequate overall. The resources for history and music are good, those for English, science, information technology, design technology and art are satisfactory, and those for maths, geography, religious education and physical education are unsatisfactory. There are not enough resources to support the teaching of cultural awareness. The resources for physical education have been replenished recently, but the lack of a hall for gymnastics and suitable large playground area for games prevents PE from being effectively taught. The school has a pleasant library containing fiction and non-fiction books to support the curriculum and

books for the more able pupils. However, the library needs more materials to reflect more different cultural backgrounds. The school continues to make good use of off-site facilities to enhance the curriculum opportunities, such as the swimming pool in Wadebridge, the neighbouring parish field and the local church.

60. The efficiency of the school

58. The efficiency of the school is satisfactory overall. Financial planning is sound. The budget is set following an appropriate cycle and its progress is effectively monitored by the administrative officer, with good support from the LEA. The budget is linked to the school development plan and priorities are costed. However, the plan is insufficiently detailed to relate anticipated expenditure to the overall budget. The headteacher receives good support from the governors, who are determined to develop a procedure where plans drive the budget, rather than vice-versa. The governors have not yet established a formal procedure for measuring the impact of spending decisions on standards. Informal judgements are made, for instance in literacy.
59. Although co-ordinators' roles need to be defined, the current teaching staff is deployed effectively and they make a positive impact on standards. The money allocated to support pupils with special educational needs is properly spent on these pupils. Support staff are well used and make a significant contribution to the progress of these pupils, as well as to others in the school.
60. The school does its best to overcome the problems it faces with inadequate accommodation. The hall has an adverse effect on standards, especially in physical education. Three out of four classes are in temporary classrooms, which necessitates using the lavatories in the main building. The playgrounds are small and fragmented, which means extra money has to be spent to provide supervision. There is no school field, although the school has use of a parish field but this is also for public use and dog walking and could present a health risk. Recent developments have improved accommodation and there are now offices, a staff room and a pleasant and well used library. The development of a garden area is a good initiative which will be of benefit to all pupils. The quality and quantity of resources vary. However, those the school has are used satisfactorily.
61. Financial controls and internal administration in the school are good. The school has responded well to the recommendations in the most recent audit report. The administrative officer provides very good support and is instrumental in the smooth running of the school, leaving the way for teachers to focus on their work with pupils.
62. Given pupils' attainment on entry, the levels of expenditure per pupil, the quality of education provided and the recent improvement in management, the school now gives satisfactory value for money. This is an improvement on the previous report.

PART B: CURRICULUM AREAS AND SUBJECTS

65. AREAS OF LEARNING FOR CHILDREN UNDER FIVE

63. The social development, attitudes and behaviour of the children under five years of age are all very good. They play and work well together and relationships are positive. They make the transition from part-time to full-time well. Their personal and social skills are above average when they enter school. Most have attended a part time local playgroup. By the time they reach the reception class pupils are well prepared socially to follow the National Curriculum
64. Children in the reception class enjoy listening to stories and join in well with other older pupils. They are learning to put up hands and take turns and suggest what to insert next into a story line. They make use of their own individual experiences to relate to the story such as how they have difficulty getting to sleep when the moon is shining or a pet dog barks. The most able can speak in full well constructed sentences. A few call out of turn in enthusiasm, but speak and listen confidently in small groups or when playing with other children. The child with the statement of special need has particularly made good progress in learning to speak to adults and children in the class.
65. Most pupils are learning to read. They can all turn pages correctly and use pictures clues for the story. A majority of pupils have learnt a few words by sight and use these to help them predict the story line. The most able pupil is already beginning to read well. There is a book corner and regular sessions planned for pupils to hear stories, read out loud with the teacher or other adult and choose books from the class and school library. IT is used to support reading through improving pupils' skills in hand and eye co-ordination. All pupils know that letters have their own sounds and that words carry meaning. Most children take a book home each day to share with a parent. Early writing skills are encouraged through copy writing the teachers handwriting that she has written for them. Progress in all aspects of this area of learning is good. Work is organised to allow different groups to make good progress and to achieve the nationally recognised learning outcomes for language and literacy, by the time they are five.
66. Pupils' attainment in number is good. Many children can count and recognise numbers to five, and the most able can count and recognise numbers to ten. One able child was working with an older pupil using a dice and adding on numbers on a number trail. Two other pupils were able to order the carpet tiles to ten and worked quite happily together. Pupils are making good progress in developing numerical skills. They also have regular opportunities to experiment with sand, water and other materials testing out concepts such as capacity, shape and space.
67. The pupils make satisfactory progress in increasing their knowledge and understanding of the world around them. In one session the younger pupils join in with the older ones to discuss the fabrics used to make soft toys. They were able to describe the texture well and distinguish between soft and hairy textures. They have experience with IT and standards here are good as pupils learn to operate a computer with a mouse and draw pictures. At other times they move pictures around the screen to dress a picture teddy bear. This work linked well with the topic which was being studied in history where pupils were comparing the features of old and new teddies. They were being given opportunities to discuss why one teddy looked old and worn even though it was quite modern and just well loved and used. They use construction equipment to build models of a railway track joining it together to form a pattern on the floor and will reach the national expectations by the time they are five.

68. There is no special outside play area for the sole use of the pupils who are under five and they make use of the playground and hall for physical activity. There are large wheeled vehicles for the pupils to use under supervision and they used these with increasing confidence and skill including the pupils who has a statement of special need. The reception children have regular time tabled visits to the hall for PE and were observed climbing over apparatus. Most displayed good control over their bodies and could climb up and down the climbing frame and crawl through the tunnel. The children have opportunities to develop their fine motor control through the use of tools such as crayons, brushes and scissors. Pupils are likely to meet the learning objectives for physical development by the time they are five.
69. Pupils are given good opportunities to express themselves through mixing paints and showed developing skills in manipulating brushes and control over their movement. In music, they used percussion instrument to make noise and break the peace for the teddy who was trying to sleep. They play amicable together developing good social skills. Through role-play there are opportunities for make believe such as in 'The House of the Three Bears'. They enjoy learning how to express and understand characters other than themselves and the children are likely to meet the learning outcomes for creative development by the time they are five.
70. Teaching is good for the children who are under-five. Both teachers who share the reception class plan the curriculum very well to ensure that as much of the areas of learning are covered in the time available. A classroom assistant and the parent helpers work very well as a team, with the teachers. The class is also very well organised and the teaching of literacy and numeracy is promoted through several areas. The teachers has good subject knowledge which is used well and the resources in the classroom are accessible to develop pupils in all the areas of learning. The good teaching seen for the children who are under-five promotes good progress and pupils' standards are above average by the time they are five. The teaching of the pupil with a statement of special educational need is excellent, she has made very good progress during her time at the school.

73. **ENGLISH, MATHEMATICS AND SCIENCE**

71. The 1999 test results in Key Stage 1 indicate that overall performance is average in reading and writing. When compared to similar school standards in reading and writing are average. Standards have improved, over time, for the number of pupils achieving average standards, but not for the higher attaining pupils. Overall at the end of Key Stage 1 the percentage of pupils achieving average levels in reading is above national average, whereas in writing it is average. Pupils do not do achieve so well the higher levels for writing they are below average.
72. Overall at the end of Key Stage 2, in 1999, pupils performed at average levels both nationally and when compared to similar schools. Standards are better for the number of pupils achieving average levels (level 4) but the number achieving the higher levels (level 5) is well below average. This is the case both nationally and when compared to similar schools. Standards have remained above average between 1996 and 1998 but have declined in relation to national trends in 1999.
73. During the inspection standards in speaking and listening and reading were found to be above average, but standards in writing are average. Standards of higher attaining pupils are not as

high as they should be in writing.

74. Pupils of all ages and ability pay close attention to proceedings in the classroom. Consequently, they are clear about teacher expectations and are able to apply themselves to tasks without any time wasting. They also treat each other's contributions with respect. In group discussions they listen carefully and acknowledge differing points of view. Pupils speak confidently and answer questions willingly, displaying a good range of appropriate vocabulary. This is in direct response to the very good questioning techniques employed by all teachers, where pupils are given time to clarify their thoughts. Further probing supplementary questions encourage pupils to extend their thinking and enhance their knowledge and understanding. Opportunities to take part in assemblies help to develop pupils' confidence and self esteem. This is exemplified by discussions about environmental development. The quality of relationships helps pupils to feel secure in any interactive discourse. There is a consistency in the quality of teaching that pupils receive which ensures that currently pupils make good progress. Progress over time has been inconsistent and is overall satisfactory.
75. The standard of reading is good, which is an improvement on the previous report. Most pupils at all ages and stages express a liking for reading. They talk about their favourite books and the higher attainers discuss authors and genre. When discussing character and plot, these pupils refer to the text to clarify their thoughts. All pupils recall stories well and most are beginning to make inferences from the text and predict what will happen in a given story. The guided reading in the National Literacy Strategy is instrumental in this, because the teachers plan and deliver this aspect very well. Some very good work with older pupils focuses on the book, 'Goodnight Mr. Tom.' In this work, pupils are developing a real feel for the language and mood of the story. Consequently, reading aloud is fluent and expressive. Pupils who need extra support receive this very effectively and consequently have access to the whole curriculum. Although systematic teaching of skills takes place, the ability of younger, below average pupils to use a range of strategies needs further development. All pupils receive lessons on retrieval skills and most can use a book's contents and index. More able pupils are also familiar with, and understand the function of, a glossary. Current progress in reading is good, because of the very good application of the literacy hour. The introduction of the 'buddy' system, when older pupils listen to younger pupils reading, is also influential in enhancing standards. However, the school should be mindful that listening to reading is a skill and pupils must be trained to do this. Progress in Key Stage 2 has been inconsistent in the past, making progress satisfactory overall.
76. The quality of writing in the school is average and higher attaining pupils are not reaching the standards of which they are capable. This is confirmed by the testing done when pupils are five years old. This matches the tests results achieved at the end of Key Stage 1. The school is addressing this comparative weakness through the literacy hour, where there is evidence of real progress being made. Pupils are now given a wide range of writing tasks and activities. They write stories, poems, postcards, accounts, letters and descriptions, among other things. The quality of ongoing work indicates that the school is being successful in raising standards. Older pupils' writing, based on a study of evacuees, shows an understanding and empathy with the situation and is good. In these lessons, pupils are being introduced successfully to the use of standard and non-standard English but there are inconsistency in approach throughout the school. The standard of handwriting is unsatisfactory. Spelling, punctuation and sentence structure are all satisfactory.
77. The National Literacy Strategy has been implemented very successfully and is having a

positive impact on standards. The use of literacy skills across the whole curriculum is not as well developed as it should be. The frequent use of photocopied worksheets prevents pupils from developing their writing and communication skills.

78. Pupils respond well to their lessons. They are eager participants in discussions, are keen to express their views and settle quickly to the written tasks they are given. They are aware of the structure of the lessons and even when discussions are long, they retain interest and concentration. Some pupils are avid readers and talk about the range of books they have read. There has been a tendency for pupils not to take sufficient care with the presentation of their work. This weakness is being addressed.
79. Teaching ranges from good to very good and is very good overall. Teachers plan and prepare their lessons very carefully and take into account the varying abilities within each class. Setting at Key Stage 2 is assisting this. Teachers deliver the literacy hour very well and thereby demonstrate their confident subject knowledge and understanding. They provide very good models when they read to pupils. They have high expectations of pupils and their good class control and relationships ensure that lessons are rigorous. They also prepare appropriate resources carefully. A strength of their teaching is the very good use of progressive questioning which encourages all pupils to think deeply and express themselves coherently. Plenary sessions are also well used to ascertain progress and reinforce learning. They use support assistants very well to aid access for those pupils requiring extra support. Reading records are completed diligently, aided by a good input by parents. Marking of work is inconsistent and needs to be developed throughout the school. Verbal feedback to pupils is good. Although teachers assess progress in lessons, acquired information is not yet used to adjust future planning.
80. The governors are supportive of the National Literacy Strategy and the designated governor has received training. Resources have been developed, but a recent audit of library books has reduced the number of books available. The quality is good, but many more books are needed. The subject is effectively co-ordinated and much work has been done to ensure that the subject is well organised and offers the full range of experiences.
83. **Mathematics**
81. In the 1999 test at the end of Key Stage 1, pupils achieved well above national averages when compared with national results and those of similar schools. Standards were average nationally and compared to similar schools at the end of Key Stage 2. Standards observed were during the inspection were similar to test results.
82. Progress is satisfactory across the school. In the youngest class pupils can organise numbers in a sequence and name the missing number. Most can order numbers correctly to 15, about one third cannot achieve this. This is a good level of work for this age group. As the pupils move through Key Stage 1 they are able to write numbers confidently and start to add and subtract numbers by using dice and counting equipment. In Year 1 a few more able pupils confidently added on 10 to some numbers. By the end of the key stage pupils can double and halve numbers and recognise numbers with a difference of three. The more able groups work on sequencing numbers with regular and repeating patterns. Most pupils achieve the average levels for their age and some more able ones achieve higher levels.

83. As pupils work through Key Stage 2 progress is more variable and at times has not been consistently good. Year 4 pupils were able to solve problems of number triangles and number squares. Year 5 could count in 2s, 4s, and 6s. This work is typical for their age. By the end of the key stage most can use decimals, counting back in steps of 0.5 and 0.25. They also could round decimals to the nearest whole number. Most could name 2 dimensional shapes such as

rhombus and rectangle and use the clue of parallel lines to name the shape. Work of this level is average for the top end of Key Stage 2 although a few pupils are beginning to work at the higher levels. Numeracy skills learnt in lessons are not always used well across other areas of the curriculum, especially in geography and science.

84. Pupils' attitudes to number work are good and they respond well to tasks set them in the numeracy hour. They work well together in groups and share ideas. Relationships are positive such as when the youngest pupils arranged carpet tiles in number order. Teaching is good and often very good. The strategy for numeracy has been well implemented by teachers who plan effectively for group work, mental arithmetic sessions and plenary times on weekly sheets. Teachers have good subject knowledge and this is used well to challenge pupils' thinking. They set specific targets for different groups to achieve and identify times when these can be assessed. Classroom assistants help with assessment and are very usefully deployed. Pupils are generally well managed but at times teachers don't manage noise control well and how to ask pupils to work quietly. Occasionally work sheets are over-used and prevent pupils practising writing sums out for themselves. This does not develop their writing skills well. The setting of homework supports pupils' independence in working alone.
85. Planning for the numeracy curriculum is thorough but as yet is not well linked to how these number skills can be used in other subjects across the curriculum. The numeracy strategy has improved standards across the school. National tests are done at the end of both key stages and pupils' portfolios contain samples of work at different levels. Some teachers keep check lists of skills mastered by pupils and these are useful as a source of additional records on which to group pupils by attainment. However these are not used consistently across the school.
86. All staff are confident in teaching numeracy and have attended recent training to support them. Resources in the school are barely adequate to support number work in all classes. The size of some of the classes limits the amount of resources which can be stored or displayed in classroom and this prevent pupils easy access to learning aids. The co-ordination of the subject is currently temporary in the absence of the deputy headteacher. The policy needs updating in the light of the numeracy strategy.
89. **Science**
87. In science standards seen during the inspection week were in line with national averages by the end of both key stages and progress is satisfactory across the school for all pupils. This is lower than last years test results because teaching in science has not always been satisfactory for the pupils currently at the top of the school. In the 1999 teachers' assessment at Key Stage 1 all pupils achieved standards in line with national averages. At Key Stage 2 all pupils achieve at least the national levels for their age and a good percentage achieve the higher levels. When compared to similar schools, standards are well above average for average levels of

attainment and above average for the higher levels of attainment.

88. Progress is satisfactory across the school. In the youngest class pupils can sort using the two categories of hard and soft. They record their observations with drawings. By the end of Key Stage 1 pupils are able to name different teeth and measure the bite of their mouth. They use simple equipment well. Work of this level is in line with national averages. The younger junior class were studying different food types and categorising healthy and unhealthy food. They use leaflets to help identify the different categories but few pupils when asked knew the major groups of food types. The work was below standards normally expected for this age group. In the oldest class pupils were studying electrical circuits and were able to wire a simple circuit and draw diagrams using simple symbols. They investigated the effect of adding bulbs and batteries. Standards here were in line with national averages but lacked opportunities for able pupils to achieve higher levels of work such as inserting switches, buzzers and motors. This was a missed opportunity.
89. Pupils enjoy experimenting with different equipment and forming hypothesis. An example of this was measuring of bite using an apple. They respond well to instructions, listen carefully and use resources well such as the bulbs and batteries in the circuit work. Behaviour is very good and pupils work well together sharing resources and ideas. Teaching is mostly good and only one lesson was unsatisfactory. This was where work lack challenge and rigour and activities were allowed to take too long to complete. Little scientific knowledge was gained from one of the activities. All teachers plan well and give good explanations to the pupils about their expectations. They monitor how pupils use the equipment and deploy class assistants well to help with group work.
90. Planning is based on covering the subject content and is not as yet aimed at building on pupils' knowledge and understanding. The session plans used during the inspection helped to improve teaching and improve pace and rigour in some lessons. Assessment opportunities were identified within these plans but this has not always been the case and work books indicated that all pupils cover similar activities in each lesson regardless of age or ability. Teachers test pupils at the end of each topic at half termly intervals and are starting to keep records of achievement. There have been no opportunities for the co-ordinator to monitor standards across the school and to gauge whether these are high enough.
91. Most staff are now confident to teach the subject but this again has not always been the case and has affected standards over time for some pupils. Resources are barely adequate to support the curriculum and the co-ordinator has identified weaknesses in provision. The site offers excellent opportunities for environmental work and the school is already developing this potential. There is a lack of space for display of experiments and on-going work which limits the subject and some equipment, such as control and sensing equipment, has to be borrowed from a nearby school.
94. **OTHER SUBJECTS OR COURSES**
94. **Information technology**
92. Standards are below expectation overall. They are in line with expectation by the end of Key Stage 1 and below at the end of Key Stage 2. Progress is unsatisfactory at both key stages for

all pupils. In reception pupils begin to use the computer and control the mouse with confidence. They are able to move objects around the screen and pupils in the youngest class had painted pictures of themselves using a painting package. The self-portraits were good and most had faces with clearly identified eyes, nose and mouth. Some pupils had drawn a face using the shape object and filled it with a colour. In a lesson the whole class were working together on programming the floor robot to move between individual pupils. There was however no evidence of work on display in the next class although computer information was placed behind the computer area. Pupils in this class were observed drawing pictures and could edit these on screen, but this was little development from what was seen in the previous class.

93. The oldest pupils in the school were observed using a CD Rom and the internet to search for information about the post war years as part of their history topic. Some pupils could explain the advantages of using this form of search for information and the advantages and disadvantages in using IT and this was in line with expectation. However no other work was on display in the classroom from which to judge pupils' attainment and standards are therefore unsatisfactory overall as too few pupils have enough opportunities to use IT.
94. Pupils' attitudes are good and they are generally enthusiastic about using equipment and learning how to use the internet and CD Roms. The youngest pupils use the computers with increasing confidence and have good levels of concentration. They enjoy using the floor robot and were keen to programme it to move across the floor. Teaching is satisfactory overall and where it occurs it is good and staff are generally enthusiastic about using IT with the children. However subject knowledge is weak and teachers are unsure how to make the best use of the resources available to them to develop pupils skills and ensure all make progress.
95. Teachers have started to plan for IT activities so that skills can be used across the curriculum. One teacher was working with a spreadsheet and pupils were entering data using an arrow and tab key. There is evidence that word processing and desk top publishing has been done by some pupils. However there was little evidence of control work at the top end of the school. One teacher has identified IT skills and is listing these so that pupils can be assessed. This good practice is in the early stages of development and is as yet inconsistent in use across the school. Assessment of IT is unsatisfactory overall in the school. Teachers are not secure in their knowledge about what pupils know understand and can do and any information collected is not used to progress pupils' learning.
96. Resources have been recently updated and are now satisfactory to support the curriculum. Accommodation does limit the flexibility in moving computers around the site for training purposes or to bring computers together. The school however does make good use of the resources it has available to it.
99. **Religious education**
97. Because of the way religious education is organised, it was only possible to observe one lesson and this was at Key Stage 1. Judgements, therefore, are based on observations of acts of collective worship, a scrutiny of pupils' work and discussions with both pupils and teachers. By the end of Key Stage 2, standards are average and progress throughout the school is satisfactory.

98. During their time in school all pupils receive a curriculum which is largely based on discussion. Pupils in Key Stage 1 consider matters such as 'I think God looks like' and 'My ideas about God'. They are able to talk about their feelings and opinions without reserve. As pupils get older, topics such as 'Community', 'I am unique' and 'Happy times, sad times' are introduced. Pupils reflect on their own experiences and by the time they reach the end of Key Stage 2, pupils show a developing awareness of the significance of particular experiences in their lives, such as baptism and confirmation. They are also able to discuss other significant events such as weddings and funerals.
99. At the end of their time in the school pupils are able to discuss festivals and celebrations of the Christian church, such as Christmas and Easter. They are able to identify some similarities and differences with Judaism and Islam and examine artefacts in support of this. They have a reasonable knowledge of Old Testament stories and can give sensible reasons for going to church. Their visit to the local church enhances this knowledge. Current affairs are also discussed, such as the impact of the earthquake in Turkey on its inhabitants.
100. School assemblies also play an important part in the development of pupils. In these, many themes of significance are discussed. Pupils are given the opportunity to reflect on their own experiences and the contribution they and their peers make to the community. Their enthusiastic participation in role play often helps illustrate and clarify the subject under discussion.
101. In the one lesson observed, pupils were attentive and well behaved. Teaching in this lesson was good. The lesson was well resourced by the teacher and these resources were used effectively to engage the pupils and to focus their thinking. Considering they were so young, they were very willing to participate in discussion, making sensible and reasonable responses and suggestions. Year 6 pupils also talked with confidence and eloquence when sharing their thoughts and experiences. Written work, however, is not well presented and often belies the standards of which the pupils are capable.
102. The school has produced a policy based on the locally agreed syllabus. The co-ordinator is enthusiastic and supplements resources and artefacts by making good use of other sources of supply. There is a need, however, for the school to develop its own supply of artefacts and other resources in order to enhance knowledge and understanding. At present these are unsatisfactory.
105. **Art**
103. Progress in art is satisfactory overall. It is good by the end Key Stage 1 and satisfactory by the end of Key Stage 2. From an early age pupils begin to learn about how to achieve different effects and textures using a range of different material. An example of this was the lesson using charcoal to draw teddies in the youngest Key Stage 1 class. By the end of Key Stage 1 pupils can experiment with different tools and techniques and use paint to colour and tone pictures. They know the difference between primary, secondary and complementary colours and that

colours change when mixed together. The oldest pupils in the school were studying the work of Cezanne and Monet and were using pencils to sketch shade and draw still life objects. Pupils' skills at the top end of the school are not well developed but they understand the work of famous artists and artwork is well linked to other areas of the curriculum.

104. Most pupils enjoy art, listen carefully to instructions and seem keen and well motivated by tasks planned for them. The youngest pupils were very enthusiastic about their pictures of teddies and later in the week applied their new techniques in texture work to other drawings. The oldest pupils studied the still life for a sustained time and worked hard at improving their overall sketches. Teaching is good and teachers plan work and activities carefully. Resources are well prepared and all available space is well used including the assembly hall by the oldest pupils. The school has limited resources but uses what it has well. There is no kiln but the school makes use of one in a nearby school. Most classroom are small for practical art work and areas for display of children's work is very limited. Consequently there was very little additional evidence kept by the school as records of achievement of pupils abilities.
107. **Design and technology**
105. No lessons were observed during the week and progress is unsatisfactory overall by the end of Key Stage 2. The range of tools and materials that the school has to teach the subject severely limits the attainment and progress that pupils can make at the school. Pupils are offered opportunities to design, make and evaluate products made from food and recyclable materials, but their work involving wood, plastics and fabrics is limited. By the end of Key Stage 1, progress is satisfactory. In their topic on food, pupils have designed sandwiches. They have also designed and made Joseph's coat with some pupils using IT to aid their designs.
106. The curriculum is planned around half termly topics linked to other areas of the curriculum. The school has recently written a new policy statement. One class was recording pupils' attainment in the subject but this was inconsistent across other classes. Classrooms are generally small and three quarters of the pupils are in temporary classrooms. Managing and teaching of the subject are difficult and there is little space to keep pupils' work, resources or work benches. The subject is a low priority in the school and currently there are few tools and materials for the pupils to work with. Staff are however, keen to develop the subject.
109. **Geography**
107. Because of the organisation of the subject, it was not possible to observe any teaching of geography during the course of the inspection. Judgements, therefore are based on discussions with pupils and teachers, as well as a scrutiny of past work. Progress is unsatisfactory in geography. The delivery of the curriculum has been inconsistent.
108. By the end of the juniors, pupils have developed some mapping skills, but their knowledge and use of geographical terminology is insecure. For instance, they know about map symbols and the use of a key, but are not aware of scale. They also know the function of co-ordinates, although their understanding of map references is underdeveloped. They can describe contour lines, however they do not know their name Although pupils have completed a basic local study and a comparison with Newquay, they have not experienced a contrasting overseas locality. Knowledge of the home countries and major cities is established and pupils have a basic knowledge of some European countries. Pupils describe the regime of a river, but they do not

use the correct terminology. Their knowledge of mountain ranges is more secure and they can identify main ranges and locate them on a world map. They have engaged in an environmental debate when discussing a fictitious land development project. They talk about this with enthusiasm.

109. Pupils enjoy the geography lessons they receive at the moment. They describe them as interesting and comment that teachers make them understandable. However, they also observe that the subject was boring and difficult in the past and feel that they received little help.
110. The subject is being managed by the headteacher. The policy and scheme of work need to be reviewed, and this is currently underway using national guidelines. The school plans to adapt these guidelines to fit their needs, so that progression in skills are planned and taught. Much greater use of the locality of the school should be made in order to fulfil this aim. Resources are adequate for basic work, but need to be extended in order to provide a richer and more meaningful curriculum. The school's use of residential visits and the programmes planned on these do enhance the geography curriculum effectively.
113. **History**
111. Progress in history is satisfactory throughout the school, including the progress of pupils who have special educational needs. Progress in lessons observed is good however inconsistencies in the past affect the overall judgement. By the time they leave school pupils have a sound understanding of chronology and can place in the correct order all the periods studied. They are able to describe and give some details of the life and times of different periods, e.g., they discuss the differences in life style of rich and poor. They can identify changes in society during this century.
112. Development in historical knowledge and understanding is related to the consistent teaching styles being used in school at the moment. Hence, from the start of school, pupils are taught about the importance of reliable historical evidence. They learn to make deductions and draw sensible conclusions from careful observation and examination of a range of artefacts. Year R/1 pupils, for example, are engaged in a study of toys and they are able to describe similarities and differences. They are also able to point out clues which indicate the age of the toy. This is continued in Years 2/3 where pupils examine photographic evidence of famous people of the past and present. Years 4/5 work involves reinforcing a sense of chronology by sequencing significant events in World War II. Year5/6 pupils are engaged in a study of evacuees and scrutinise photographs and artefacts, from which they make inferences and test hypotheses. This use of evidence is supported by very skilful questions which encourage pupils to consider the evidence carefully. Teachers give pupils time to order their thoughts when answering and then ask supplementary questions to encourage pupils to develop their original ideas. Hence, pupils are becoming aware that not all photographic and written evidence is necessarily accurate and may represent different points of view.
113. Pupils are very enthusiastic about the subject. The dynamic interaction between teachers and pupils involves pupils directly in their own learning process. They listen well and ask and answer questions confidently. They engage enthusiastically in group discussions and co-operate well together. The quality of teaching is good. Teachers plan their work well and prepare interesting and relevant resources. They provide interesting, stimulating activities which make the subject relevant to pupils' own experiences. Their dynamic approach to questioning is

instrumental in making current progress good. Although the use of evidence forms the basis of lessons, there is room to develop the use of the local environment in the history curriculum. Resources in school are barely adequate and would benefit from further investment. There is no co-ordinator for history. At present the headteacher is fulfilling the role in a caretaking capacity. It is important that this matter is resolved soon. A two year programme is being developed. The school must ensure that the development of skills is continuous throughout the cycle.

116. **Music**

114. Music lessons were observed in Key Stage 1, where it is evident that satisfactory progress is being made. It is not possible to make judgement about music at Key Stage 2 as no lessons or work were seen.

115. Pupils made good progress in the lessons observed. They show that they are able to follow tapping and clapping rhythms. They show good imagination when developing ways of composing their own rhythms. They also follow increasingly complex rhythms and sustain them over a period of time. When working with untuned percussion instruments, they are self disciplined as they produce diverse and varied rhythms. The oldest pupils in Key Stage 1 produce imaginative techniques to create sounds with paper. They also practise and arrange these sounds into a class composition. Recording the sounds in written form is a good introduction to graphic notation.

116. Pupils enjoy the subject and join in with enthusiasm. They listen carefully to instructions and settle readily to the set task. They co-operate well together and show respect to one another when sharing performances. They practise assiduously as they refine and improve on performance. They behave well throughout their lessons. Teaching was good in the lessons observed. Teachers plan their lessons well and provide appropriate resources. All teachers teach music by using a recently introduced published scheme and have received school based training. This is providing a useful support and ensuring a consistency on the delivery of the curriculum. Guitar tuition takes place and a parent teaches recorder, which enhances the curriculum. A visiting music workshop was much appreciated by the pupils. The lack of an accompanist in assemblies adversely affects the singing, which is variable in quality. A volunteer accompanist is due to start soon. Resources are adequate.

119. **Physical education**

117. The staff of the school do their best to provide a satisfactory physical education curriculum. Inadequate accommodation renders this impossible. There is no hall, no field and a lack of playground space. Consequently, there is no climbing or gymnastic apparatus. Lessons can only take place when the weather permits and, although the school tries to compensate for this in a variety of ways, adequate coverage of the curriculum is impossible. One classroom is used for dance, but this is unsatisfactory, because the room is carpeted and too small. This room will be out of use next term. These factors prevent pupils making any progress in PE. The exception to this is swimming, where pupils make good progress.

118. Because of inclement weather, lessons at Key Stage 2 had to be cancelled. Lessons at Key Stage 1 were observed on fine, but cold days. In these lessons pupils demonstrate a satisfactory

agility and co-ordination. They can throw and catch balls of varying sizes and by careful practice, they improve their skills. They work well individually, in pairs and in larger groups. They are enthusiastic about their lessons and work hard.

119. Teaching is satisfactory. Teachers plan their lessons well with a suitable structure. They give clear instructions. They provide activities which are suitable to meet learning targets set out in the lesson. Teachers emphasise the need for safety in the playground, but sometimes the pace of lessons is too slow, which adversely affects progress. Suitable resources are provided to support the lessons. The school makes arrangements to augment physical education. They use the facilities of a secondary school to provide dance and gymnastic lesson. This, of course, has a time implication. They also try to provide extra time in the summer term. Outdoor and adventurous activities are successfully provided on a residential course. Extra time spent on swimming is another compensatory factor and is the subject of a separate paragraph.
120. Small apparatus is adequate and the school's involvement in 'Top Play' and 'Top Sports' will provide further apparatus. Staff have received training in this initiative, which is a good one for future development. The co-ordinator has yet to have her responsibilities formally recognised. She is enthusiastic and knowledgeable. She has good ideas for the future development of the subject. However, until adequate facilities and apparatus is provided for the school, satisfactory progress in the full range of the National Curriculum will be impossible to achieve within the appropriate time allocation.

Swimming

121. The inspection of this school included a focus on swimming which is reported below.
122. By the end of Key Stage 2 it is usual that all pupils are able to swim unaided, competently and safely, for at least 25 metres. Most pupils are able to swim further than this. Higher attaining pupils swim front and back crawl and breast stroke. They employ a good style to do this. Pupils who are less adept can employ all three strokes, but their styles are not so well refined. All pupils are able to use apparatus, such as a variety of floats and bricks in order to practise and improve aspects of the strokes, as well as overall styles. They also use apparatus to improve survival techniques, such as floating and surface diving. Pupils make good very progress as a direct result of consistent lessons over an extended period of time and the very good teaching they receive during lessons. In the event that a pupil may not meet the target, the school recommends to parents that they continue with private lessons.
123. Pupils enjoy the lessons and participate with enthusiasm. All are confident in the water. They work hard and make every effort to improve during each session. They are well disciplined and behave well on the journey, when changing and during the lessons. They pay due regard to safety factors, with which they are well versed.
124. Teaching is of a high standard. Both teachers from the school have received training at college and the Year 6 teacher has an Amateur Swimming Association, (A.S.A.), preliminary teacher certificate. Both teachers are accompanied by a qualified life guard when teaching at the pool. The two coaches employed at the pool are A.S.A. qualified. Pupils are divided into three groups during each session. The least competent receive training in safety considerations at the beginning of every session. These pupils receive very good support by their coach, who, as well

as improving swimming techniques, approaches activities in such a way as to make them fun, and thereby boosts confidence. All groups are well taught. Lessons are broken down into distinct sections which include appropriately designed activities to challenge, extend and improve all levels of ability. Pupils are given time to practise and improve their technique. Coaches give good demonstrations and focus effectively on individual pupils as the need arises. They give good evaluations to groups and individuals. This highlights their ability to assess progress during lessons. Records of progress are kept.

125. Lessons take place at the Wadebridge Sports Centre, which is twelve miles away. Transport arrangements are efficient. Two and a half hours are spent on each visit. One hour of this time is the lunch hour. When one class is waiting for the other, the teacher engages them in useful activities, such as mathematical investigations. Lessons take place over two terms and pupils receive them in Years 4, 5 and 6. The school justifies this time allocation in that it compensates for facilities at the school which are inadequate to provide a broad physical education curriculum. The school is also equipping the pupils with the skills necessary for life in a coastal area. In this regard, all pupils receive training in beach and water safety from the Restormel Council Lifeguards during each summer term. They are introduced to life saving equipment and trained in what to do in emergencies. A very good provision! Pupils pay £1.75 per week for these lessons, or £19 per term for a twelve week session. In addition to lessons, pupils also get the opportunity to take part in a swimming gala organised by GNVQ. students for local primary schools.

128. **PART C: INSPECTION DATA**

128. **SUMMARY OF INSPECTION EVIDENCE**

126. The team consisted of 3 inspectors, including a lay inspector, who spent a total of 10 inspector days in school. The inspection team:

- spent 25 hours observing 42 lessons, hearing children read and reviewing their work.;
- attended a sample of registration sessions,
- attended assemblies and a range of extra-curricular activities;
- had lunch with the pupils on some days;
- observed pupils' arrival, at and departure from, school;
- observed all teachers at least once and most several times;
- had discussions with the headteacher, teaching and non-teaching staff, the chair of governors and other governors;
- reviewed all the available written work of a representative sample of three pupils from each year group and heard three pupils read from each year group;
- held informal discussions with pupils;
- analysed a large amount of documentation provided by the school, both before and during the inspection, including:
 - the school prospectus;
 - school policies;
 - the Governors' Annual Report to Parents;
 - minutes of governors' meetings;
 - financial statements;
 - the school development plan and self audit;
 - subject policies and planning;
 - pupils' reports and records, including special educational needs records;
 - the schools' previous inspection report and governors' action plan
- held a meeting attended by 10 parents and considered responses from 36 parents to a questionnaire asking about their views of the school. A number of additional letters were considered before and during the inspection.

• **DATA AND INDICATORS**

• **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	116	6	23	8

• **Teachers and classes**

• **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	4.6
Number of pupils per qualified teacher:	26.52

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

Total number of education support staff:	3
Total aggregate hours worked each week:	55

Average class size:	30.5
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· **Financial data**

Financial year:

1999

	£
Total Income	186344
Total Expenditure	195015
Expenditure per pupil	1585.49
Balance brought forward from previous year	8891
Balance carried forward to next year	220

PARENTAL SURVEY

Number of questionnaires sent out:	89
Number of questionnaires returned:	36

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	42	56	3	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	75	22	3	0	0
The school handles complaints from parents well	25	53	11	0	0
The school gives me a clear understanding of what is taught	17	50	33	0	0
The school keeps me well informed about my child(ren)'s progress	42	47	11	0	0
The school enables my child(ren) to achieve a good standard of work	36	47	17	0	0
The school encourages children to get involved in more than just their daily lessons	44	44	11	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	28	44	17	8	0
The school's values and attitudes have a positive effect on my child(ren)	47	47	3	0	0
The school achieves high standards of good behaviour	42	47	11	0	0
My child(ren) like(s) school	75	19	3	0	0

Other issues raised by parents

- Temporary employment of one member of staff and the uncertainty over the future quality of teaching in one class.