

INSPECTION REPORT

Constantine County Primary School

Constantine

Falmouth

LEA area: Cornwall

Unique Reference Number: 111830

Inspection Number: 186743

Headteacher: Mrs Penny Shilston

Reporting inspector: Mr Laurie Lewin

22330

Dates of inspection: 6th – 9th December 1999

Under OFSTED contract number: 707091

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
Type of control:	County
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Trebarvah Road Constantine Cornwall TR11 5AG
Telephone number:	01326 340554
Fax number:	01326 340554
Appropriate authority:	Governing body
Name of chair of governors:	Mr. Alan Pearce
Date of previous inspection:	29 th January – 2 nd February 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mr Laurie Lewin RgI	Mathematics Science Information technology Design and technology Physical education	Attainment and progress Teaching Provision for pupils identified as having special educational needs Leadership and management Staffing Learning resources The efficiency of the school
Mrs Jennie Willcock-Bates	Areas of learning for pupils under English History Geography Art Music Religious education	The curriculum and assessment Pupils' spiritual, moral, social and cultural development
Mr Jon Vincent (Lay Inspector)	-	Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and the community Accommodation Equality of opportunity

The inspection contractor was:

South West Education Services
4 Wordsworth Close
Exmouth
Devon EX8 5SQ

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The Registrar
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

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MAIN FINDINGS

What the school does well

- The school has an excellent ethos and a strong family atmosphere that fully encourages all pupils to do their best. The calm, warm and happy environment provided very effectively supports the all-round development of the pupils.
- The headteacher's very strong leadership enables all of those connected with the school to work as a highly effective team.
- Throughout the school 71 per cent of the teaching is good or better, 24 per cent is very good and a high proportion of very good teaching occurs at Key Stage 1.
- Throughout the school, standards of handwriting and spelling are very good, pupils exceed expected levels in number work and data handling, history, design and technology, physical education, singing and instrumental work. The majority of children under five will exceed the expected levels in most of the areas of learning before their fifth birthday. Standards by the end of Key Stage 1 are above average in English, mathematics and science.
- Throughout the school, pupils use their computer skills well to support work in many areas of the curriculum.
- Pupils behave well and have very positive attitudes towards their work.
- Very strong and supportive relationships exist between pupils and between pupils and staff and many pupils show high levels of personal development for their ages.
- Very good provision is made for pupils with special educational needs and most of these pupils make good progress.
- The school has excellent procedures to assess pupils' attainment and personal development and uses these procedures very well to promote their learning.
- The range of extra-curricular activities provided by the school is outstanding and very significantly enhances pupils' development at Key Stage 2.
- The school has many excellent strategies for extending pupils' social development and moral awareness is very strongly promoted.
- Excellent procedures are in place to ensure that pupils receive the best possible support, care and guidance.
- The school's work is strongly enhanced through its outstanding partnership with the parents and the wider community.
- Day-to-day administration of the school is excellent and financial planning and control are very good.

• **Where the school has weaknesses**

- I. The school development plan is not sufficiently long-term.

The strengths indicated above by far outweigh the weakness noted and this school has many outstanding features.

• **How the school has improved since the last inspection**

The school has addressed all of the key issues that were raised within the last inspection report. In addition, substantial improvements have been made in nearly all areas of the school's operation. The current school development plan contains a wide range of progressive initiatives and, given the many strengths noted in this report, the school is well placed to move forward rapidly.

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	D	E		
Mathematics	C	C		
Science	D	D		

*The table above shows that, in English for example, results were below average compared to all schools nationally and well below average compared to other similar schools.

In schools of this size where relatively low numbers of pupils are involved in end of key stage national tests, results can vary substantially from one year to the next and much caution should be exercised in analysing such data. For example, the school's results were better in 1998 with results being average in English and above average in mathematics and science when compared to schools nationally and other similar schools. It is important to note that, with the exception of the drop in the levels this year, the overall trend since 1996 is one of improvement in the test results and the school is successful in achieving the targets it has set itself for end of key stage tests.

Evidence from this inspection shows that, throughout the school, standards of handwriting and spelling are very good and pupils exceed expected levels in number work and data handling, history, design and technology physical education, singing and instrumental work. The majority of children currently under five will exceed the expected levels in their personal and social development, language and literacy, mathematics, knowledge and understanding of the world and physical development before their fifth birthday. Standards by the end of Key Stage 1 are above average in English, mathematics and science. By the end of both key stages, pupils reach an average level in information technology and use their computer skills well to support other areas of the curriculum. In religious education, by the end of both key stages, pupils reach the standard expected for their ages in relation to the locally Agreed Syllabus for this subject. Pupils with special educational needs make good progress.

Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Good	Good	Good
Mathematics	Good	Very good	Good
Science		Good	Good
Information technology		Very good	Very good
Religious education		Satisfactory	Satisfactory
Other subjects	Good	Good	Good

Throughout the school 93 per cent of teaching is satisfactory or better, 71 per cent is good or better and 24 per cent is very good. A high proportion of very good teaching occurs at Key Stage 1. Seven per cent of teaching is unsatisfactory.

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	Overall good. Pupils are generally courteous and well behaved.
Attendance	Satisfactory. Pupils are punctual and lessons start on time.
Ethos*	Excellent. Very strong relationships between all members of the school community support the school's central aim of ensuring that all pupils reach their full potential.
Leadership and management	The headteacher provides very strong leadership for the school that enables all staff and those connected with the school to work together as an effective team. Governors have a clear overview of the way in which the school operates and are fully informed about and involved in its management.
Curriculum	Good. A broad and reasonably balanced curriculum is provided throughout the school. Excellent provision is made for extra-curricular activities.
Pupils with special educational needs	Very good provision that enables pupils with special educational needs to make good progress.
Spiritual, moral, social and cultural development	Very good overall. Excellent provision for promoting pupils' social awareness and very strong support for developing pupils' moral and cultural awareness.
Staffing, resources and accommodation	Teachers are suitably qualified and well deployed. The school has a good range of resources and good accommodation that staff use well to promote pupils' learning.
Value for money	The school provides good value for money.

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

The parents' views of the school

What most parents like about the school

- II. Parents indicate strongly that they have a very high regard for the school and the staff.
- III. Parents express strong appreciation for the long hours worked by staff.
- IV. Parents are very happy about the way in which the school caters for their children.
- V. Parents feel that the school provides a warm, family ethos.
- VI. Parents feel that staff are very approachable.
- VII. Parents appreciate the strong encouragement provided for pupils.
- VIII. The school very successfully involves the parents and the local community in its operation.

What some parents are not happy about

The inspection team agrees with the very positive views expressed by the parents.

KEY ISSUES FOR ACTION

- IX. Provide a long-term school development plan for a period of at least the next three years that clearly expresses the main initiatives that the school intends to pursue and thereby gives a clear picture of the school's vision for its future improvements and associated financial implications. (paragraphs 56 and 68)

In addition to the key issue above, the following less important weaknesses should be considered for inclusion in the school's action plan:

- X. Provide an induction policy for new members of staff. (paragraph 63)
- XI. Ensure sufficient provision is made for four-year-olds to play creatively and explore and investigate their own ideas in art. (paragraphs 27, 76 and 79)
- XII. Ensure that all individual education plans provided for special educational needs pupils contain clear short-term achievable targets. (paragraph 29)

INTRODUCTION

Characteristics of the school

1. Constantine Primary School is at the centre of the village community situated between Falmouth and Helston. The area is set in the heart of the Cornish countryside and the rural locality is one of mainly farmland. There are 115 pupils on roll aged between 4 – 11 taught by four full-time and two part-time teachers including the headteacher. During the period of this inspection, the deputy headteacher was absent on long-term sickness and his class was taught by a teacher temporarily seconded from another school locally. In addition, the class of the youngest pupils in the school was taught by a newly qualified supply teacher in the absence of the usual class teacher. The school roll has gradually increased over recent years and the average class size is now 28.7. Most pupils come from the surrounding locality, but there are some who travel from further afield. Children are admitted to school in September of the year in which they have their fifth birthday and work in a class that also contains Year 1 pupils. The range of children's attainment on entry to school is wide with the bulk of children showing average ability. The pupils in each class are of mixed ages and gender. There are five part-time teaching support staff and an administrative assistant within the school. Twenty-five pupils (21.7 per cent) are currently on the school's register of pupils identified as having special educational needs, three of whom have Statements of Special Educational Need. All the pupils come from white ethnic backgrounds. Thirteen pupils (12 per cent) are eligible for free school meals.

2. The school has identified the following areas for development within the current academic year:

XIII. Implementation of National Numeracy Strategy.

XIV. Introduction of the National Grid for Learning

XV. Preparation for Curriculum 2000

XVI.

role of subject coordinators

Further development of the

XVII.

Induction of new governors

3. Key indicators

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1	Year	Boys	Girls	Total
for latest reporting year:	1999	10	3	13

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

Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	8	9	8
	Girls	3	3	3
	Total	11	12	11
Percentage at NC Level 2 or above	School	85 (100)	92 (100)	85 (90)
	National	82 (81)	86 (85)	87 (86)

Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2	Year	Boys	Girls	Total
for latest reporting year:	1999	12	6	18

National Curriculum Test		English	Mathematics	Science
Results				
Number of pupils at NC Level 4 or above	Boys	7	9	10
	Girls	3	4	4
	Total	10	13	14
Percentage at NC Level 4 or above	School	56 (77)	72 (77)	78 (92)
	National	70 (65)	69 (59)	78 (69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	8	9	10
	Girls	2	4	4
	Total	10	13	14
Percentage at NC Level 4 or above	School	56 (85)	72 (85)	78 (92)
	National	68 (65)	69 (65)	75 (72)

¹ Percentages in parentheses refer to the year before the latest reporting date

² Percentages in parentheses refer to the year before the latest reporting date

• **Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised	School	4.7
	Absence	National comparative data	5.7
	Unauthorised	School	0.0
	Absence	National comparative data	0.5

• **Exclusions**

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

• **Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	24
	Satisfactory or better	93
	Less than satisfactory	7

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress⁴.

There is a tension between the standards reported in the last inspection report and the results of the subsequent end of key stage tests in the same year. The test results indicated standards as being lower in reading and writing at Key Stage 1 and English and science at Key Stage 2 than that reported for the previous inspection. Considering these two areas of evidence, the trends in results since that time and the judgements from this inspection, it is the opinion of this inspection team that overall, standards have generally improved, with particular improvement in information technology, history and physical education since the last inspection. The work done in recent times to substantially upgrade planning and curricular provision means that the school is well set to improve standards further in the future.

5. Trends according to the end of key stage national tests show a rise from below average standards to above average standards between 1996 and 1998 in reading, writing and mathematics at the end of Key Stage 1. End of Key Stage 2 results show the same kind of trend over this period of time with standards rising from below average in 1996 to above average in mathematics and science and average in English when compared to other schools nationally and other similar schools. In the 1999 tests, results fell back to an average level for Year 2 pupils and to an average level in mathematics and below average levels in English and science for Year 6 pupils. Nevertheless, the pupils met and sometimes exceeded the targets set by the teachers for these cohorts of pupils. In schools of this size where relatively low numbers of pupils are involved in end of key stage national tests, results, as in this case, can vary substantially from one year to the next and much caution should be exercised in analysing the data for just one year's results. This perspective is further supported by current inspection evidence that shows most year groups containing a wide range of attainment levels and also with significant variations of attainment levels between year groups.

6. Evidence from observation of literacy and numeracy lessons indicates that the school's successful implementation of the new strategies for teaching these areas is already beginning to impact strongly upon raising standards.

7. The children's attainment on entry to school is broadly average but there are wide variations. Children under five make good progress in personal and social development, language and literacy, mathematics, knowledge and understanding of the world and their physical development and the majority are on course to exceed the expected levels by age five. Children make sound progress in their creative development and are on course to meet the expected level by their fifth birthdays.

8. Overall, Key Stage 1 pupils make good progress in English and attain average standards by the end of Year 2. Throughout Key Stage 2 pupils make mainly good progress overall with the current Year 6 cohort on course to attain average standards by the end of the year. Key Stage 1 pupils make good progress with speaking and listening and attain above average levels. They speak with confidence and listen attentively. Key Stage 2 pupils make sound progress overall and by the end of the key stage pupils show average ability, speak confidently in sentences and are able to emphasise their point of view in discussion. Pupils make good progress with reading at Key Stage 1 and by the end of the key stage attain above average standards. They generally read accurately and with expression. By the end of Key stage 2 the pupils' attainment in reading is generally in line with expectations for the age group; however a significant proportion of pupils is exceeding them. These pupils are extending their range of authors and can read for information. Overall progress at Key Stage 2 is sound and, for some of the pupils in Years 3 and 4, progress is good. Attainment in writing is generally in line with expectations at the end of both key stages and pupils make at least satisfactory progress. However, a significant proportion of the pupils are already reaching higher than average levels of writing in both Years 2 and 6 and these pupils make good progress. In Year 6, the pupils' projects about the village and their locality are of a good standard. The writing is sensitive and witty, well constructed and punctuated. Accuracy in spelling is a strength of the school because the pupils are systematically taught a broad range of strategies. By the end of Key Stage 2 the pupils are developing their own neatly joined script and the standards of handwriting are high across the school.

9. By the end of Key Stage 1 pupils generally show above average attainment in most areas of their mathematics and particularly so in relation to their number work skills. Year 2 pupils are becoming articulate with their mathematical thinking, know the multiplication tables of two, five and ten, have a good grasp of basic place value principles and show rapid recall of number facts for their ages. They are very experienced in using and interpreting graphs. Overall, across the key stage, pupils make good progress. At the end of Key

Stage 2 pupils generally show average attainment but there is a significant minority of pupils in different year groups that show above average attainment. Many pupils throughout the key stage show above average skills in number work and with aspects of data handling. Most Key Stage 2 pupils show good recall and knowledge of the multiplication tables and older pupils show the ability to use their place value knowledge competently to multiply and divide numbers by ten or 100. These pupils identify different types of angles and triangles and find volumes of different cuboids. Throughout the key stage pupils communicate information using a wide range of charts and graphs and many pupils show advanced skills in this area. Overall, pupils make at least sound progress in mathematics at Key Stage 2, but in number work and use of data handling skills frequent practice enables the pupils to make good progress.

10. By the end of Key Stage 1 pupils attain above average standards in science. Year 2 pupils make careful recordings during investigations and show the ability to explain what they have discovered from their work. They demonstrate a good knowledge of living things, have a clear idea of how to group animals according to their features and know the main characteristics that distinguish living things. Pupils know there are different sources of light and have previously studied, in depth, the main principles of how a solar eclipse occurs. Pupils make good progress in gaining new knowledge, skills and understanding and work quickly through tasks provided. By the end of Key Stage 2 pupils attain average standards. Older Key Stage 2 pupils present the results of their investigations appropriately in the form of graphs and charts, are beginning to compare conclusions they make to their previously gained scientific knowledge and they learn about a range of physical phenomena. Pupils make sound progress overall, although in some aspects of work in Years 3 and 4 they make good progress.

11. Pupils at both key stages make satisfactory progress in information technology and attain levels that meet the national expectations. They use their computer skills very effectively to support work in other areas of the curriculum. Key Stage 1 pupils know how to generate and communicate ideas in different forms such as text, tables, sounds and pictures. With some assistance they save work and print it out and most know how to retrieve work and load programs. Key Stage 2 pupils show an easy familiarity with using the computers. Older pupils produce work via desk-top publishing packages and know how to import 'clip art' images into the text. In a science lesson Year 3 and 4 pupils became aware of how the use of a data logger provides them with highly accurate, instantly accessible information concerning their investigation. Overall pupils make sound progress through the frequent opportunities they have to access the machines and, on occasions, where good and very good direct teaching input is provided, they make good progress.

12. In religious education by the end of each key stage pupils have made sound progress and attain standards that meet the requirements of the locally agreed syllabus for pupils at these ages. Pupils show a good knowledge and understanding of the rules of Christianity and the key features of other major world religions. Year 2 pupils recount the story of the nativity and know that the life of Jesus was important to Christians. By the end of Key Stage 2 the pupils have a good knowledge about the Hindu religion and compare the notion of one God in many forms to the Trinity in Christianity. They know how the Hindus worship and compare the holy books of other religions to the Bible. Pupils make satisfactory progress. Across the school pupils know the importance of prayer. By the time they are 11 years old they are developing an understanding of how important the church in the village is to the lives of their families.

13. Pupils progress well and produce good work in design and technology, with many in-depth projects undertaken at Key Stage 1 and some well finished products made at Key Stage 2. Pupils show an excitement for learning in their history topics. As a result they progress well and produce pieces of work of good standard for their ages. Pupils sing well throughout the school and many older pupils are adept with instrumental work. Pupils progress well in physical education throughout the school due to the wide range of opportunities provided for them to practise and enhance their skills. In geography and art pupils make sound progress and work at appropriate levels for their ages.

14. Most pupils with special educational needs make consistently good progress in relation to their prior attainment, due to the very effective level of support that they receive. **Attitudes, behaviour and personal development**15. The last inspection reported that children under five were 'happy and confident' and this continues to be the case. In addition, this inspection notes that the attitude to learning of the children under five is very positive. They work well both individually and together. Most concentrate well, co-operate with teachers and one another and understand the need for taking turns. They are enthusiastic and enjoy coming to

school. 16. Throughout the rest of the school overall attitudes to learning are good and have improved since the last inspection. Most pupils are attentive and interested in their lessons and show enthusiasm for their work. The majority listen intently, persevere with their various tasks and work well both independently and in groups. They participate eagerly, discuss enthusiastically and are keen to promote their point of view. However, a small minority of pupils sometimes act inappropriately in lessons thereby distracting the rest of their class.

17. Throughout the school behaviour is good overall with some examples of very good behaviour noted during the inspection. This is also an improvement since the last inspection. Pupils are courteous to one another and adults with Year 6 pupils setting the standards and acting as positive role models for younger pupils. Pupils also behave very well when on outside school trips and are a credit to the school in this way. They move around the school in an orderly fashion and show respect for both school and one another's property. A small minority of pupils very occasionally behave in an inappropriate manner but respond rapidly to reminders from staff. 18. Relationships between pupils and adults and between pupils and each other are very good and a strength of the school. The mutual respect shown between all members of the school community contributes strongly towards creating the warm, happy, family atmosphere and team spirit that exists in the school. Most pupils integrate well and many examples of collaboration and co-operation between differing age and gender groups were observed during the inspection. This is stimulated by various initiatives which ensure relationships bridge both age and gender gaps. A good example of this is the 'buddy system' whereby Year 6 pupils very usefully take responsibility for helping and mentoring younger pupils. 19. Personal development of pupils is very good and has further strengthened since the last inspection. Examples of pupils using their initiative were seen during the inspection. For example, in offering assistance to each other and adults in different circumstances. In another good example, one girl, of her own volition, read a story to some unwell friends during a break-time. The Constantine Forum consisting of members of all year groups very effectively emphasises personal development of pupils by involving them in running meetings and making decisions that affect their fellow pupils. The 'buddy system' is also very successful in promoting additional personal and social development. **Attendance** 20. Attendance is satisfactory and broadly in line with that recorded at the last inspection. Registers are taken at the start of morning and afternoon sessions and fulfil statutory requirements. All sessions start punctually and there are no unusual patterns of absence.

QUALITY OF EDUCATION PROVIDED

Teaching 21. There is a significant improvement in the teaching since the last inspection. Throughout the school 93 per cent of teaching is satisfactory or better, 71 per cent is good or better and 24 per cent is very good. A high proportion of very good teaching occurs at Key Stage 1. Seven per cent of teaching is unsatisfactory.

22. The quality of teaching for the under fives is consistently good and never less than satisfactory. This has a positive impact on the pupils' attainment and the good progress they make. The teacher has established a good relationship with the children and, at its best the teaching is lively and responsive and lessons are fun. A strength of the teaching is the skilful questioning that promotes the children's learning and challenges their thinking. Occasionally, some of the activities are too directed by the teacher and other adults and this limits the opportunities for children to explore and investigate on their own, particularly in their creative development when painting. Throughout the rest of the school, teachers plan their lessons thoroughly and generally provide a range of tasks accurately matched to the attainment levels in their classes. Resources are usually carefully prepared beforehand to enable the activities to begin swiftly. As a result, work often flows at a rapid pace enabling pupils to make good progress. Succinct and clear explanations are features of these well-paced lessons and in this way the teachers make maximum use of the time available. Another common thread within the good teaching is the skilful way in which teachers vary their teaching strategies to ensure that pupils retain their concentration and interest. For example during a Key Stage 1 science lesson the teacher usefully involved the pupils in a role play exercise as a skilful means of emphasising the concept of how different animals can be grouped by their features. Also teachers establish clear routines in their classes so that pupils waste the minimum of time. In many of the good lessons, teachers maintain a good balance between teacher explanation and pupil activity time and in this way sustain the interest of the pupils. Pupils' interest is also maintained through the provision of interesting and challenging tasks and the teachers usually have high expectations of their pupils. Teachers often pose questions skilfully to help pupils gain a fuller understanding of concepts and, in this way, they also usefully assess pupils' knowledge and understanding. Teachers throughout the school have a strong rapport with the pupils. They work hard to establish an atmosphere in which pupils feel confident and happy. Pupils are constantly given positive encouragement and praise and often respond by producing their best efforts. 23. In the very small minority of unsatisfactory lessons that occur, pupils do not progress effectively because explanations are unclear, or the presentation by the teacher does not sufficiently

engage their interest or enable them to participate fully. These criticisms are also true to a much lesser extent as minor weaknesses apparent in other lessons. In addition, resources are occasionally not as readily available to pupils as they might be, causing slight delays during activities. For example, in one lesson the need for the teacher to draw diagrams on the blackboard during the session allowed many pupils to lose their concentration. Although teachers thoroughly encourage their pupils, very occasionally the inappropriate use of praise with older Key Stage 2 pupils tends to devalue its use. On other occasions, at both key stages, the questions used, particularly during lesson introductions, do not sufficiently engage pupils of different attainment levels, sometimes focusing too strongly upon pupils of one particular level of attainment.

24. Numeracy and literacy lessons are mostly well taught in all classes with teachers generally showing a good knowledge of the literacy and numeracy frameworks for teaching. Teachers set challenging work in these sessions and allocate the time efficiently each day for this work. There are signs that the emphasis upon this work is beginning to impact positively upon standards in these subjects, notably in spelling and handwriting and also in pupils' rapid recall of number facts, for example.²⁵ Teachers provide much of their own time after school to enable the extensive programme of extra-curricular activities.²⁶ Support staff strongly enhance the work of the teachers in all classes. They have a good knowledge of the pupils, are well briefed and use their time well to support individuals or groups of pupils. This was noted in particular in some literacy and numeracy lessons, where effective use of support staff working with other groups enabled the teacher to provide intensive teaching to a specific group of pupils. Special educational needs support staff liaise closely with teachers, the special educational needs co-ordinator and each other and, in this way, ensure that a consistent approach is provided towards supporting all special educational needs pupils. The support they provide is very effective and carefully geared towards the specific needs of individual pupils concerned, in line with the areas for development highlighted within the individual education plans.

The curriculum and assessment

27. Overall, the curriculum is broad, relevant and reasonably balanced at both key stages. It meets all the requirements of the National Curriculum, religious education, sex education and drugs education. This is an improvement since the previous inspection when aspects of information technology, music and physical education were missing. In religious education planning ensures that the requirements of the Locally Agreed Syllabus are met although there are variations of time spent on religious education in each class. The curriculum is organised into a programme of topics. There is much strength to the programme. However, the links between subjects sometimes inhibit specific skills being taught, for example in geography and art. There is a clear policy for sex education, which is taught appropriately at both key stages and is in line with the governors' policy. The curriculum for the children under five is good and covers all the areas of learning in the nationally recommended Desirable Learning Outcomes with a suitable focus on language and literacy, mathematics and personal and social development. The provision for role-play is sound, but there are too few opportunities for the four-year-olds to play creatively and explore and investigate their own ideas in art.

28. The school has a clear equal opportunities policy. It generally provides equal access to the curriculum and extra-curricular activities for all pupils. The way the school operates on a day-to-day basis ensures that boys and girls work together in all aspects of school life. This marks an improvement since the previous inspection where criticisms were raised in this area. Provision for the lower attaining pupils is often very good and they are well supported in their classrooms. The high attaining pupils are appropriately challenged and work is generally well planned to match their needs.

29. The provision for pupils with special educational needs is very good and procedures fully comply with the National Code of Practice. Support staff liaise closely together to ensure that a consistent approach is maintained and all staff contribute towards the construction of individual education plans and ensure that these are followed up suitably in all class activities. Teachers and support staff show a skilful approach towards assisting pupils to integrate as fully as possible into classroom activities. They also show a perceptive approach towards gauging how much or how little direct support is appropriate in different circumstances to encourage the pupils to develop the skills to enable them to work independently. The individual education plans are well written and contain well considered targets for pupils' development. However, occasionally the targets within the plans are not sufficiently clear and are too long-term. Records are rigorously maintained. Full use is made of all outside support agencies and parents are fully involved and informed about all stages of development.

30. The school has made significant improvements in curricular planning since the previous inspection.

Planning now clearly identifies specific skills and knowledge to be taught and, in this way, the school has successfully addressed a key issue from the last inspection report. The school has strongly emphasised planning as a priority, is effectively achieving its aims, and has the capacity to improve further when work on Curriculum 2000 begins. The school uses the local education authority's planning scheme as a basis and is systematically developing schemes of work using the national recommendations as they are published. The quality of curricular planning is good and long and medium-term planning ensures continuity between the classes across the school. The teachers plan together and this further enhances the provision. Discussions between teachers take place to ensure that the required skills are taught and that there is clear progression in the pupils' learning. Plans are carefully monitored by the co-ordinators. The curriculum and its development are carefully monitored by co-ordinators through planning and the analysis of pupils' work.

31. The school makes very effective provision for homework that thoroughly reinforces the work carried out at school and often successfully promotes pupils' enthusiasm and the further involvement of parents in their children's learning.

32. There is a strong and appropriate emphasis on literacy and numeracy at both key stages. The literacy hour has been implemented successfully and there is an effective strategy for further development. The numeracy strategy is being implemented and there is an effective development plan for mathematics. This is already having a good impact on the pupils' attainment at Key Stage 1 and Key Stage 2.

33. The school has an excellent range of extra-curricular activities including sailing, football, netball, rugby, volley ball, cricket, athletics, swimming and cross-country running. There are clubs for music such as guitar club, recorders, choir and other instrumental work. There is a craft club. The pupils are taken on field trips and camps that enable them to experience activities such as canoeing and rock climbing. The pupils in Year 2 hold a weekend camp in school over a weekend.

34. The range of assessment procedures is comprehensive and arrangements overall are excellent. Effective systems are in place throughout the school. This is a significant improvement since the previous inspection. Baseline assessment is successfully used to plan appropriate programmes of work for five-year-olds. Careful records are kept to ensure that the pupils make good progress when they move into Key Stage 1. Within both key stages the pupils' learning is assessed after periods of work. The school is building up an effective bank of assessments. In addition, the school administers optional and mandatory national tests to provide further information about the pupils' attainment. Teachers consistently and very usefully maintain ongoing records of assessment within their weekly planning books. The information gathered from assessment is carefully analysed by the headteacher and the teaching staff. The governors are actively involved in discussions. The school then uses the information very effectively to further develop teaching and learning programmes to boost the achievement of specific pupils and inform the next stages of planning. Appropriate targets are set for individual pupils, each class and the whole school. Targets are realistic and based on information from the comprehensive range of assessment. This has a positive impact on the pupils' attainment and progress.

Pupils' spiritual, moral, social and cultural development

35. The provision for the pupils' spiritual, moral, social and cultural development is very good overall. The provision for social development is outstanding and the school promotes the pupils' moral and cultural development very well. This is a significant improvement since the previous inspection.

36. The provision for the pupils' spiritual development is good overall and is a significant feature of the school's ethos. There are many occasions when the pupils are given opportunities to celebrate their achievements and the achievements of others. Throughout the curriculum the pupils wonder at the aspects they study. For example, visits are used to enhance the curriculum and, on a visit to a local museum – as part of a history project – the pupils were enthralled at finding out about the history of their families. There is often spontaneous joy at the discovery of an exciting story or poem. Music is used to encourage the pupils to wonder at the skills of both famous composers and the musical talents of the musicians within the school. However, these experiences are not always planned and there is limited time for pupils to pause and reflect during the busy school day. The statutory requirements for a daily act of collective worship are now met. Assemblies are

well planned and very effective. They make a significant contribution to the pupils' spiritual development. One assembly was particularly successful when parents and other members of the community joined in the celebration of the pupils' individual talents.

37. The provision for the pupils' moral development is very good and makes a significant contribution to their behaviour. The teachers' lead by example and they are courteous and polite to the pupils. The school successfully creates a calm and orderly environment, based on self-discipline and respect for others. The teachers encourage good behaviour by praise and explaining the adverse consequences of unacceptable behaviour towards others. There are 'golden rules' that underpin the school's discipline policy. In addition, classroom rules promote an orderly community. Religious education and assemblies include numerous opportunities to promote a strong and accessible moral message. The pupils understand the consequences of breaking school rules. They have a clear understanding of what is right and wrong. The parents generally agree that the school's values and attitudes have a good effect on their children.

38. The provision for the pupils' social development is outstanding and has a positive impact on the pupils' personal development. The pupils are encouraged to be responsible in many ways. When young children start school at four-years-old, they are allocated a 'buddy' from Year 6 who helps in the playground, with work such as reading and at lunchtimes. This system is very effective for both the young and the older pupils. Each classroom has a rota of helpers who hand out the books and take registers to the secretary. Even the youngest children have these jobs and carry them out with confidence. Pupils help in the dining room, the playground and at lunchtime. The system of houses and house captains is very successful and the pupils take it very seriously. House captains are proud of being voted into the position and other pupils respect their authority. The 'Constantine Forum' enables the pupils to experience a social structure and members are voted on to the group. Discussions are wide ranging and minutes carefully record the decisions taken. The pupils across the age range have excellent opportunities to experience a broad range of extra-curricular activities that include opportunities to spend time away from home camping. Even the pupils at Key Stage 1 camp in the school over the weekend with their teachers, parents and classroom assistants.

39. The school has worked successfully to improve the provision for cultural development since the previous inspection. The provision is now very good. Through a very effective programme of visits the school ensures that the pupils learn about and celebrate their own cultural heritage. The village community is very much at the heart of the school and every effort is made to help pupils to work with parents, grandparents and other members of the village. The curriculum is enhanced by the work of a good range of visiting authors, artists and other people with specific skills, knowledge and expertise. A Schubert Ensemble played for the pupils and they visited the artist who painted the 'Mousehole Cats'. Through their studies in geography the school makes links with other counties in England and countries in Europe and the wider world. Pupils correspond with a school in Hull and were involved in a special week about India learning about how people live and work. Through their topic on Ancient Egypt the pupils are studying the effects on Egypt of the tourist industry. In religious education the pupils study other world religions such as Hinduism and Judaism. The pupils are especially interested and respectful when discussing how other people live and worship. This provision is a significant improvement since the previous inspection.

Support, guidance and pupils' welfare

40. Support, guidance and pupils' welfare are excellent throughout the school and have improved since the last inspection report.

41. Monitoring procedures feature comprehensive methods for tracking and recording pupils' progress in both academic and personal development. Personal and academic targets are set for each pupil. As all staff know the pupils and their backgrounds very well they are also able to monitor personal development continually on an informal basis. Staff discuss pupils' progress constantly and this exchange of information adds depth to the more formal programmes. Many examples of informal monitoring of personal development by various members of staff were observed during the inspection. One of these was when the headteacher volunteered to hear two pupils play their test pieces prior to an external music examination. All these various methods ensure that pupils' progress is monitored to a very high level and that all staff enjoy a very good knowledge of all aspects of pupils' attainment. Special educational needs pupils are very carefully monitored and rigorous records are maintained of their progress. They are given close and very effective guidance by

teachers and support staff and outside agencies are utilised fully to provide extra help and guidance as appropriate.

42. The school has very good procedures for promoting good behaviour. The behaviour and discipline policy is based on positive re-enforcement with simple rewards and sanctions to ensure the policy is effective. Individual classes set and display their own individual 'golden rules' and teachers and ancillary staff lead by example and are excellent role models. This culture promotes the warm, good humoured, welcoming and friendly family atmosphere which permeates the school. Although no oppressive behaviour was observed during the inspection the school has a policy dedicated to the prevention of bullying and includes information on how the school deals with persistent bad behaviour or violence.

43. The school attendance policy is explained in the school prospectus and there are informal but very effective methods of following up unexplained absence. Attendance registers are completed accurately and accord with statutory requirements.

44. The school's procedures for promoting pupils' wellbeing and health and safety are outstanding. There is a comprehensive health and safety policy with a nominated manager further supplemented by a professionally trained health and safety governor. Regular risk assessments are carried out.

45. Unannounced fire drills ensure pupils are aware of the action to take in case of emergency. Pupils in Years 5 and 6 learn resuscitation skills. All staff have received training in first aid and have additional knowledge of the protocol needed in dealing with specific situations such as handling severe allergic reactions. The school has emergency plans in place involving the Cornwall air ambulance, should such services be required. A comprehensive child protection policy is in place with the headteacher as the appropriately trained co-ordinator.

46. The school provides excellent supervision on outside school visits by judicious use of ancillary staff and volunteers.

47. Procedures for induction to the reception class are very good as most children attend the play-school on the same site and, as a result, are already involved in the life of the school. The headteacher's initiative of creating the 'Penryn partnership', forges an alliance between Constantine school and the receiving secondary schools. This ensures a seamless transition for Year 6 pupils and makes for a sound start to secondary education.

48. All these practices ensure outstanding support, excellent guidance and guarantee the wellbeing of all pupils in the school.

· **Partnership with parents and the community**

49. Overall the school enjoys an excellent partnership with parents and the community. These links have been further improved since the last inspection when they were reported as good.

50. The quality of information for parents is very good. Parents appreciate the descriptive written annual reports they receive. Weekly newsletters with pupils' contributions ensure that parents are kept up to date with both curricular matters and social activities. In addition, parents can take advantage of at least three formal meetings with staff a year. Parents enjoy curriculum evenings that feature demonstration lessons. The headteacher and all the members of staff make every effort to be available for informal contact and this 'open door' facility is highly valued by parents. All parents receive a comprehensive prospectus containing detailed and appropriate school information.

51. Parental involvement in children's learning is outstanding and a great strength of the school. Parents volunteer their help for a wide range of activities both in and out of the classroom. Examples of this are working parties arranged over school holidays to convert a cloakroom to an excellent computer suite,

swimming pool maintenance, help with pupils' learning in the classroom and assistance with after school clubs. Parents escort pupils on trips outside school and assist with various sporting occasions. Parental support is available whenever the need arises and the school takes full advantage of this remarkable facility. Parents are invited to regular school assemblies known as 'sharing assemblies' and attend in large numbers. All this excellent parental involvement further enhances the pupils' learning and stimulates both social and personal development. Parents of pupils with special educational needs are kept well informed and involved in their children's progress and, where appropriate, in the process of setting targets for future progress.

52. Enrichment through links with the community is also outstanding. The school is the hub of village life with involvement in most community activities. The Friends of Constantine School continually raise considerable funds through the combined efforts of parents and members of the community. These funds help purchase resources that enhance pupils' learning. Pupils benefit from regular visits from the volunteer 'reading grannies' who help in improving reading skills. Concerts and musical soirees are held involving the village choir and band. A visiting author usefully involved the school and the village in the compilation of a new book for children. Governors spend time in school monitoring their subject areas. The school undertakes many outside visits all linked with project work and enjoys excellent sporting links with other Cornish schools. The school also hosts 'open days' for members of the local community.

53. The school supports charities on a regular basis and enjoys visits from various ministers of religion and members of Christian fellowships who are invited to conduct school assemblies on a regular basis.

54. All this excellent parental and community involvement greatly help to broaden pupils' knowledge and stimulate personal development.

• **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

• **Leadership and management**

55. The leadership and management of the school has improved since the last inspection and is now very good. The headteacher provides strong and highly effective leadership for the school and has enabled the school to confidently address all of the issues from the last inspection report as well as make substantial improvements in most other areas of the school's provision. The rate of school improvement is very good. In particular, the headteacher has created a situation in which all staff, governors and many other members of the school community work together as a very enthusiastic, effective and mutually supportive team. The aims of the school are made clear within the mission statement and all members of the school community work hard to achieve these aims. The school is particularly successful in ensuring that the aims focus securely on improving the quality of education for all of the pupils.

56. Very effective communication systems are in place to ensure that all staff, governors, parents and those working closely with the school are fully informed about current initiatives. For example, the excellent annual team building weekend successfully raises the awareness of staff and governors in a wide range of issues and provides a strong platform from which the next phase of school development planning ensues. Consequently, all members of the school team are fully involved within the construction of this plan. The current school development plan is comprehensive and contains progressive initiatives that focus securely on the crucial areas that contribute towards raising standards and the overall quality of education. The overall plan covers a two-year period with an information and communication technology plan suitably covering a four-year period. However, the overall plan is not sufficiently long-term and does not provide a picture of the school's vision for its development far enough into the future. Given the good quality of initiatives within the current plan and the very strong team atmosphere noted above, the school shows a very good capacity for future improvement.

57. The school has good procedures in place to enable the monitoring and evaluating of the curriculum and teaching and learning. The opportunity provided for teachers and governors to scrutinise samples of pupils' work from all classes is a valuable initiative and forms an effective basis to inform subsequent visits made to observe, monitor and evaluate lessons. The roles of the subject co-ordinators have been upgraded since the last inspection such that they now work very effectively, enabling them to contribute usefully towards

monitoring the work in individual curriculum areas. In addition, the headteacher regularly observes teaching by other teachers, reports back verbally to them afterwards and monitors all of the teachers' planning. Another strength within the monitoring and evaluating is the close liaison between all teachers when planning future classwork.

58. The governors are fully informed about and involved in all aspects of the management of their school and provide very strong support for the headteacher and staff. Through their close involvement with areas such as development planning, their individual links to classes and their regular monitoring and informal visits, the governors have a strong and developing overview of the work of the school.

59. The school ensures that all statutory requirements are met and teachers pay suitable heed to the need for ensuring equality of opportunity for all individuals.

60. The school has worked particularly hard at maintaining and further strengthening its links with the community and in so doing now receives the full support of not only the immediate school community but many others within the local community who make a significant contribution to assist school initiatives. In this way the school has very much strengthened its position as being at the heart of the local community.

61. Special educational needs provision is very well managed throughout the school. All staff liaise very closely together and pupils' records are rigorously maintained.

62. The school has an excellent ethos. There is a strong commitment towards all pupils reaching their full potential and the needs of each individual pupil are constantly given top priority. In addition the ethos is firmly supported by the very good relationships that exist throughout the school. The school exudes a calm, warm and happy environment that very effectively supports the all-round development of the pupils.

Staffing, accommodation and learning resources

63. As noted at the time of the last inspection, there are sufficient suitably qualified and experienced staff. All staff have suitable, detailed job descriptions and this is an improvement since the last inspection. The effective deployment and good quality work of all support staff and voluntary helpers considerably enhance the effectiveness of the teaching staff. For example, the group of 'reading grannies' is a very valuable initiative to help promote and develop pupils' reading. Staff involved in supporting special educational needs pupils are well deployed and very effective. All non-class-based staff add to the harmonious relationships within the school. The school caretaker, in particular, as well as maintaining the school at a high level of cleanliness, also interacts very effectively with staff and pupils and, in so doing, provides them with much support and encouragement. Similarly, the school secretary, as well as efficiently carrying out her administrative tasks, also doubles as a valuable information technology assistant to teachers. Staff undertake a range of suitable in-service training appropriately linked to the school development plan initiatives. Teachers are, where appropriate, involved in suitable appraisal procedures. The school has a comprehensive staff handbook to guide existing staff but there is no policy for the induction of new staff.

64. Accommodation overall is good and the heating concerns noted in the last inspection report have been addressed. Good use is made of the available indoor space and imaginative and colourful displays throughout the school add to the welcoming atmosphere. An imaginative development since the last inspection has been the installation of a computer suite by the partial conversion of a cloakroom area. The help of parents, staff and other members of the community made this possible. The classrooms are well organised and provide adequate space for effective delivery of the curriculum. The large hall is ample for most needs and the school sometimes uses a gymnasium in a neighbouring secondary school for more advanced physical education work.

65. The school benefits from hard and grassed play areas, a secure paved area for wheeled toys and an activity area on an appropriate soft surface. The large playing field is well drained, enabling almost immediate use after periods of wet weather. The on-site swimming pool is a very good facility, available for summer use and is efficiently maintained by the Friends of Constantine School. Two gardens, a small conservation area and plenty of well-maintained grassed space provide a secure and stimulating environment for pupils, which enhances their learning.

66. The school fabric and outside areas are very well maintained. A very conscientious approach is adopted towards maintaining the interior and exterior of the school in very clean and well presented condition. This helps the school by providing aesthetically pleasing surroundings that encourage pupils to enjoy, respect

and care for their environment.

67. As at the time of the last inspection, the range and quality of resources for children under five are good and these children have access to a variety of interesting and stimulating materials to assist their learning. Also as with the last inspection, throughout the rest of the school the range and quality of the resources are generally good and materials are easily accessible to teachers and pupils as appropriate. Resources are stored tidily. The school has an appropriate library with a suitable range of good quality books. A very good range of computer hardware is available with a ratio of one computer to five pupils. The computer equipment is well used to support a wide range of work in different subject areas. In particular, the school benefits from the establishment of a computer suite that enables pupils to have frequent access to the machines and enhances the teachers' capabilities to teach whole class information technology lessons. The school has a good range of resources for supporting pupils with special educational needs. Satisfactory use is made of resource loan services as and when required.

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• **The efficiency of the school**

68. The overall efficiency of the school is very good and has improved since the last inspection of the school. The standard of financial planning is very good. The headteacher and governors have a clear overview of the school budget and all spending decisions are carefully thought through and considered in relation to the current range of school development initiatives. However, the school development plan is not sufficiently long-term and this impedes the school's ability to take a long-term strategic view of financial implications. The school makes full use of the valuable support and advice provided by the local education authority finance advisor. In addition, day-to-day administration and financial control systems and procedures are excellent. The school has had no recent overall audit of these systems and procedures but discussions with the finance advisor support this last statement. The school secretary who carries out much of the work involved in the day-to-day administration, does so with excellent efficiency and unobtrusively, enabling the headteacher, teachers and support staff to concentrate as fully as possible upon supporting the pupils.

69. The Friends of the School Association is very active and provides much additional funding and assistance with school projects and this further increases the efficiency of the school. In particular, it oversees the running of the school swimming pool and ensures that this good facility is run in a very cost-effective manner.

70. The current level of surplus funds within the school's budget is higher than normally expected. However, this is a deliberate and prudent manoeuvre by the school with the extra funding carefully directed towards future information technology spending and other expenditure areas in the next financial period.

71. The staff are well deployed, teamwork is very effective and the accommodation and resources are well used and maintained. The quality of teaching is good overall and the school is working very effectively to raise standards attained by the pupils. Overall, the school gives good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

72. The children's attainment on entry to school is broadly average but there are wide variations. One child is already reading and writing but a small but significant minority cannot recognise the letters in their names and find it hard to control a pencil. Almost all children have had pre-school experience in the playgroup that meets in the school. There are close links between the teacher and the play leader and consequently the needs of individual children are already identified before they start school at four years old. The pupils are admitted to the reception class that also contains pupils from Year 1. This enables them to have support to settle quickly into routines and work is carefully planned for them. The children make good progress in their personal and social development, language and literacy, mathematics, knowledge and understanding of the world and their physical and development and most are on course to exceed expected levels in these areas of learning by age five. They make sound progress in their creative development and are on course to meet the expected level by the time they are five. The provision for children under five is generally good and they are well prepared to start work on the Programmes of Study of the National Curriculum for pupils at Key Stage 1.

Personal and social development

73. Good progress is made in personal and social development and nearly all pupils are on course to exceed the recommended outcomes by the time they are five years old. This is because the routines of the classroom are well established and the pupils are managed very well. The children have settled into the routines of the classroom very well. They work and play happily with each other and the pupils in Year 1. They enjoy their lessons and make sensible contributions to discussions about books and the stories they hear. They help and support each other particularly those children who are not as able as others. They know that there are times when they have to sit quietly such as assembly with the rest of the school. They concentrate very effectively and often for a long time. The children settle quickly to their various activities after a group discussion session and work quietly when the teacher is talking to other children in the class. They undress for physical education sensibly and dress reasonably quickly. The children carry out jobs such as giving out the work sheets and taking the registers to the secretary's room. Their behaviour is always very good whether playing together in the role-play area, using computers or engaging in practical activities such as painting and sticking. They move around the school confidently and sensibly when going into lunch or out to play. They express their feelings in group time when talking about what makes them happy or sad.

Language and literacy

74. The children sit and listen attentively to stories and poems. They talk about their experiences and many express their ideas clearly, replying to questions at some length. They recognise initial letter sounds and can match them to pictures. They pick out the letters in a poem and they confidently predict the rhyming words. They are interested in books and enjoy sharing them with an adult. They are confident at telling stories from picture books and the majority are recognising and remembering simple words they have practised. However, the practice of learning words in isolation before they have a reading book, inhibits some children's knowledge about books as they are not reading within the context of a book. Consequently, the children have to wait a long time for a reading book until they have learned the words and this restricts their excitement at discovering words and applying the letter sounds they have learned in the literacy session. One higher attaining child is reading and writing fluently using simple sentences and is being appropriately challenged by carefully planned work. The majority of children copy neatly under the teacher's writing and write their own simple words. They know a sentence starts with a bigger letter. Overall the children are making good progress because language and literacy is well taught. They are on course to at least meet the recommended outcomes when they are five years old and most will exceed them.

Mathematics

75. Almost all the children can recognise numbers up to ten and count confidently. They count and match pictures to numbers. They create sets of nine out of modelling material and put nine beads on a string. They

are making good progress in writing recognisable numbers. They fill and empty containers in the sand and water trays and count how many times they have to empty a smaller container into larger one. They put toys and materials into sets and know which is inside, outside and beside their sets. They name simple shapes like circles and squares and almost all know their colours. The children are making good progress because they are well taught. By the age of five they will at least reach the recommended outcomes in using numbers and most will exceed them.

Knowledge and understanding of the world

76. The children make good progress in naming parts of their bodies and matching clothes to the correct part. Higher attaining children write and match labels to their drawing. They are excited about the travels of Barnaby Bear who sends post cards from other countries. Many children are already well-travelled and they recount the length of the journey and describe some differences between the places they visit on holiday and their own village. They wonder at the globe and know that it shows where other countries of the world are. They have created Mehindi hand patterns and know that some people in the world decorate their hands for special occasions. They talk about the old toy collection in the classroom and recognise which are old and new. They know that some equipment sank when it was put in water and some came up to the top of the water. They were interested in discussing the sets of objects that they had sorted into what sank and what floated. They sort materials in to smooth and soft. The children are confident in using the computer. They know how to find the letters and number keys. Nearly all manage to type their names and use 'Esc' and a sequence of commands to exit a programme. They are successfully learning to copy a number pattern on to the computer. The children's knowledge and understanding of the world are successfully enhanced by a very good range of visits out of school and visitors who come in to work with them. Children are well taught in this area and most are on course to exceed the recommended outcomes by the time they are five years old.

Creative development

77. The children are provided with a sound range of opportunities to express their ideas through art, music, dance and play activities. They make sound progress and are likely to meet the recommended outcomes by the time they are five. In art they make good use of paint to choose exciting colours to decorate large letters and paint pictures. They choose shiny materials to make stockings when investigating the 'S' sound. They illustrate their writing well by lively recognisable drawings of themselves and their families. They draw Barnaby Bear on his travels to other lands. They colour pictures neatly. Teaching is satisfactory in this area of learning. However, sometimes their art work is too dominated by the adults who work with them and this leaves too little opportunity for the pupils to explore and be creative on their own. They respond well to music and enjoy singing in assembly. They play imaginatively in the post office. However, there is a strong emphasis on language and mathematics and there are too few opportunities for them to play creatively on their own with construction materials, jigsaws and other toys.

Physical development

78. The children enjoy physical activities in lessons. They use large apparatus with confidence and move over, through and under equipment with good balance and co-ordination. They are agile, show dexterity and are making good progress with controlling their bodies when jumping and running. They climb and balance on high benches many with reasonable confidence. The children follow instructions carefully in games lessons and carefully demonstrate the skills they have learned to each other. They throw and pass the ball to each other with reasonable accuracy and they enjoy being involved in games. They use modelling materials, pencils and paintbrushes with increasing skills and show a growing control of smaller items. The pupils have access to larger wheeled toys in an outdoor play area when the weather is fine. Through the good teaching they receive, the children make good progress and are on course to exceed the recommended outcomes when they are five years old.

79. The quality of teaching for the under fives is consistently good and never less than satisfactory. This has a positive impact on the pupils' attainment and the good progress they make. The current teacher is standing in for the children's class teacher. She has quickly established a good relationship with the children and is beginning to know them well. The children in the reception and Year 1 are frequently taught together.

However, the teacher carefully plans activities that are in line with the nationally recommended outcomes and meet the needs of the children well. The information from the assessment on entry to school is used effectively and careful records of the children's progress inform planning for the next stages of their learning. At its best the teaching is lively and responsive and lessons are fun. A strength of the teaching is the skilful questioning that promotes the children's learning and challenges their thinking. The pace of lessons is brisk and this motivates the children. The classroom is organised to enable the children to be independent. However, some of the activities are too directed by the teacher and other adults and this limits the opportunities for children to explore and investigate on their own particularly in their creative development when painting.

80. The classroom assistants who either work with an individual pupil with special educational needs or supporting groups of children support the relief teacher very well. They work effectively with the children supporting their learning. However, there are times when they interrupt when the teacher is talking to the whole group or are not as quiet as they could be when setting out the room for work and this disrupts the children's concentration.

81. The curriculum for the children under five is broad and relevant and well planned to meet the nationally recommended areas of learning in the Desirable Outcomes for five-year-olds. Day to day assessment is very effective and good use is made of classroom assistants to observe the children in group discussion and note down their responses. This provides helpful information to enable activities to support their learning appropriately. The areas of learning are carefully linked to topics giving the children opportunities to learn a range of skills. Their curriculum is enhanced by visits to places of local interest such as Trebah gardens. Visitors are welcomed into the school and photographic evidence shows the children playing gently with a kitten that was brought into school. A wide range of good resources is available to cover the areas of learning. However, some of the work sheets used for letter sounds are dated and the pictures are sometimes outside the current children's experiences. Parents are encouraged to be partners in the children's learning and there is a very effective link with the playgroup. The governing body is kept well informed about the provision through a visiting governor. The provision for the children under five is good and this marks an improvement since the previous inspection.

ENGLISH, MATHEMATICS AND SCIENCE

English

82. Overall, Key Stage 1 pupils make good progress in English and attain average standards by the end of Year 2. Throughout Key Stage 2 pupils make mainly good progress overall with the current Year 6 cohort on course to attain average standards by the end of the year. In the national reading tests at the end of Key Stage 1 in 1999, the percentage of pupils reaching level 2 and above was slightly above the national average and in line with the average of similar schools. In the writing test the results were well above the national average and in line with the average of similar schools. These results were below those of 1998 when all the pupils reached Level 2 in both reading and writing. In the test for 11-year-olds at the end of Key Stage 2, the percentage of pupils reaching Level 4 and above was below the national average and low when compared to similar schools. Very few pupils reached Level 5. The results at Key Stage 2 are also below the level achieved in the previous year. However, caution is required in analysing results for one year in schools such as this where the cohorts of pupils are small. More important is the analysis of trends since 1996, which indicates that overall standards have consistently improved from a below average level in 1996.

83. The inspection findings reflect the test results at Key Stage 1 but the pupils' attainment at the end of Key Stage 2 is broadly average. A significant minority of pupils is exceeding expected levels. The school is maintaining the standards identified in the previous inspection. The cohort of pupils is small and the test results may not be statistically reliable. Several pupils were supported through the special educational needs register for reading and writing and whilst they performed within their capabilities they were still functioning below expected levels. However, the school has analysed the results carefully. The analysis revealed that the majority of pupils failed to complete the writing test in the given time, which reduced the possibility of getting good results. There are examples of high attainment in writing in Year 1. The literacy hour is well established and enables the pupils to attain well. Systems are already in place to raise levels of attainment and to 'boost' the pupils' potential to write quickly and accurately.

84. Pupils make good progress with speaking and listening at Key Stage 1 and by the end of the key stage attain above average levels. They speak with confidence and listen attentively. These skills are well developed in the literacy hour and the pupils practise their speaking and listening in other subjects such as the discussion about the visit to the museum in history. Pupils make sound progress at Key Stage 2, by the end of which they show average ability, speak confidently in sentences and emphasise their point of view in discussion. They talk clearly about their work and their preferences of the subjects they are taught.

85. Throughout Key Stage 1, pupils make good progress in reading and exceed the national expectation by the time they are seven years old. Pupils generally read accurately and with expression. They use a good range of strategies to read unknown words such as letter sounds, clues from pictures and from reading on in the text. The pupils are developing a love for a good range of authors and are keen to describe different types of books. They know the differences between fiction and non-fiction and can use both the contents page and the index when finding out information. Pupils of all abilities are making good progress by building on what they are learning in lessons and applying the knowledge when they practise reading. By the end of Key Stage 2, pupils' attainment in reading is generally in line with expectations for the age group; however, a significant proportion of pupils is exceeding them. These pupils are extending their range of authors and can read for information. They read with good expression and discuss the finer points of the characters and the plot. Overall progress is sound and for some of the pupils in Year 3 and 4 progress is good. The pupils are consolidating their skills. However, very often in Year 5 and 6 the pupils are reading text to answer questions which does not extend their learning or their knowledge of a good range of literature. The pupils read frequently to the 'Reading Grannies' - senior citizens from the local community. There are very few times when the older more able pupils in Year 5 and 6 discuss their reading with a teacher. The pupils have good opportunities to practise their reading in other subjects such as history, geography and religious education for example.

86. Attainment in writing is generally in line with expectations at the end of both key stages and pupils make at least satisfactory progress. However, a significant proportion of the pupils already reaching higher than average levels of writing in both Years 2 and 6 and these pupils make good progress. For example, the writing about the travels of the class bear and their visit to the museum were lively and interesting and included a good range of vocabulary. In Year 6, the pupils' projects about the village and their locality are of a good standard. The writing is sensitive and witty, well constructed and punctuated. The pupils practise their writing skills daily in the literacy hour and their punctuation and spelling are good. Accuracy in spelling is a strength of the school because the pupils are systematically taught a broad range of strategies. By the end of Key Stage 1 they correct their own spellings and use a wide range of vocabulary to make their stories lively. By the end of Key Stage 2 the pupils know how to write for different purposes. For example they write accounts in history and record evidence in science. They make generally good progress in writing as they move through the school. Handwriting is nearly always neat and tidy at both key stages. By the end of Key Stage 2 the pupils are developing their own neatly joined script and the standard of handwriting is high across the school.

87. The pupils respond well in English lessons. They enjoy the stories and poems they write. They are enthusiastic at putting their ideas forward and contribute well in discussion. Their behaviour in lessons is generally good and they settle quickly to work. They concentrate for long periods of time and persevere to improve their writing.

88. The quality of teaching in English is generally good at both key stages and this has a positive impact on the pupils' attainment and progress. Teaching is consistently good at Key Stage 1. At Key Stage 2 the teaching is more variable and while it is overall good it ranges from unsatisfactory to very good. Very good teaching of English is a feature of the class in Years 3 and 4. Where teaching is at its best subject knowledge of English and how to teach literacy is good and lessons are conducted in exciting and interesting ways. This clearly motivates the pupils. Teachers' expectations of what the pupils can achieve in their reading and writing are generally high. However, sometimes praise is used too much and the pupils are not given enough critical appraisal of their work. The pupils are generally managed well and this enables them to show the full extent of their learning. The shortcomings in teaching are related to uninteresting ways of investigating text. Confusion arises when grammar is taught and marked inappropriately and there is too much direct teaching that leaves very little time for the pupils to become involved in their work.

89. The English curriculum is broad and balanced and meets the requirements of the National Curriculum and the recommendations of the National Literacy Strategy. The literacy hour has been successfully implemented and carefully monitored. There is an effective strategy for future development. The subject is

well led by an enthusiastic co-ordinator who carefully evaluates planning, teaching and learning.

90. Overall planning is very good and the procedures for assessing English are excellent. Resources are good and there has been an effective investment in the well-organised library and the book train. This includes a good range and quality of books. Some of the reading material in the early stages of Key Stage 1 is dated and the book collections in some classrooms throughout the school are uninviting. National and internal tests and assessments are effectively analysed and the information is used for curriculum development and the next stages of planning. Helpful records are kept of the pupils' progress throughout the school year and as they move from class to class.

• **Mathematics**

91. Trends in the end of key stage tests from 1996 to 1998 show a gradual improvement in standards from just above average to well above average at Key Stage 1 and from below average to above average at Key Stage 2. The levels fell back in 1999 to average at both key stages, but variations such as this are to be expected in schools of this size where small cohorts of pupils are involved in testing. The inspection evidence verifies this picture of varying standards within different cohorts with the current Year 2 pupils, for example, on course to attain above average standards by the end of the year and the Year 6 group of pupils on course to attain average standards overall. In comparison with the previous inspection report standards have generally improved at Key Stage 1 and are broadly the same at Key Stage 2.

92. Throughout Key Stage 1 pupils generally show above average attainment in most areas of their mathematics and particularly so in relation to their number work skills. Pupils recognise and use simple relationships and patterns such as spotting the missing numbers on a 100 square grid. They discuss their work using the correct mathematical language and many Year 2 pupils are becoming articulate with their mathematical thinking. They successfully find different ways of solving number puzzles to 100 and correctly complete colour sequencing patterns. Younger pupils show good recall of number bonds to ten and most Year 2 pupils know the multiplication tables of two, five and ten. They have a good grasp of basic place value principles, can partition two digit numbers correctly and count in hundreds. Overall, the pupils show rapid recall of number facts for their ages. Pupils are accustomed to weighing items in kilograms and successfully produce a graph - using the computers - to show different weights of items. They measure body parts to the nearest half centimetre and they correctly draw and identify right angles. Pupils are very experienced in using and interpreting graphs, for example of birthdays in their class. Overall, across the key stage, pupils make good progress over time and were seen to make good progress in the lessons observed often concentrating intensively on assignments and working rapidly through the tasks provided.

93. Key Stage 2 pupils generally show average attainment but there is a significant minority of pupils in different year groups that show above average attainment. This, again, reflects the variability of standards in small cohorts common to schools of this size. Despite this variability, many pupils throughout the key stage show above average skills in number work and with aspects of data handling. Younger Key Stage 2 pupils try a range of approaches to solving problems and are keen to discuss their mathematics work usually using the correct mathematical vocabulary. Year 5 and 6 pupils, during class discussions, develop different strategies for solving problems, although this aspect of their work could be further exploited. Generally these pupils present their mathematical work in a clear and organised way. Most Key Stage 2 pupils show good recall and knowledge of the multiplication tables and use this knowledge well during the mental and oral sections of their lessons. Younger Key Stage 2 pupils show confidence in using mental recall to add or subtract two digit numbers from or to two digit numbers mentally, count back in hundreds and have a good basic knowledge of fractions. Older pupils explore number relationships and patterns such as through identifying the digital root of numbers and a few higher attaining pupils begin to understand the use of inverse operations. Pupils are acquainted with working with numbers involving two decimal places, and some show the ability to use their place value knowledge competently to multiply and divide numbers by ten or 100. Younger Key Stage 2 pupils have an appropriate knowledge of classifying two and three-dimensional shapes and use a range of different metric units in different measuring contexts. For example pupils measure capacity in millilitres and compare the properties of a range of three-dimensional shapes. Older pupils are familiar with the concept of rotational

symmetry, are able to identify different types of angles and triangles and find volumes of different cuboids. They are also experienced with using a wide range of metric measures. Throughout Key Stage 2, pupils communicate information using a wide range of charts and graphs and many pupils show advanced skills in this area, for example Year 4 pupils are already developing an understanding of mode and median. Pupils make good use of the computers to support this kind of work, confidently entering data for conversion into the most appropriate type of graph. Overall, pupils make at least sound progress in mathematics at Key Stage 2, but in number work and use of data handling skills frequent practice enables the pupils to make good progress.

94. Most pupils throughout the school show positive attitudes towards mathematics work. They generally concentrate well and work with their best efforts. A few pupils, particularly within the Year 3 and 4 class, occasionally display inappropriate attitudes and behaviour but usually respond quickly to reminders from their teachers.

95. Teaching is very good at Key Stage 1 and although rather variable at Key Stage 2, is generally good overall. Lessons are very carefully planned and provide work that matches precisely to the pupils' needs. In the best teaching, clear and succinct instructions are given to enable pupils to progress rapidly through the activities provided. Also in these lessons thoughtful preparation of resources enables pupils to access worksheets and materials with the minimum of fuss and consequently accelerates their progress through the tasks. Good questioning in these lessons also provides a strongly interactive approach between teacher and pupils and enables full participation of the whole class where appropriate. Support staff are used very effectively and in some lessons work with specific groups, enabling the teacher to provide intensive teaching to a specific group of pupils. In an isolated case where teaching was less than satisfactory, the pace of work was too slow, explanations were not succinct enough and questions were too open ended. As a result, pupils lost interest and some displayed inappropriate behaviour. Occasionally praise is used too generously with older Key Stage 2 pupils. In a few lessons seen, questions used do not always sufficiently incorporate pupils of all attainment levels. During mental/oral sections of lessons teachers not always sufficiently explore pupils' methods of carrying out mental calculations and thereby broaden their concept of using a variety of mental strategies. Also, occasionally, teachers do not make sufficient use of resources such as number fans and cards to speed up progress and ensure full participation of all pupils.

96. The school has successfully implemented the Numeracy Strategy and teachers use the Numeracy Framework carefully to plan work for the different attainment groups in their classes. An appropriate policy is in place. There are signs that the introduction of this work is already beginning to raise standards of pupils' work particularly in the area of number work and pupils' recall of number facts. A careful audit has been carried out and a clear action plan established to direct the implementation of numeracy work across the remainder of this academic year. The use of the Framework and the strong liaison between staff over their planning mean that the work planned enables pupils to build progressively on skills learned as they move through the school. Assessment procedures are rigorous and carefully recorded by teachers, helping them to model their plans to suit the needs of individual groups of differing attainment. There is a good range of resources for this subject which are of good quality and often well used to support teaching and learning.

• Science

97. Trends according to end of Key Stage 2 national tests between 1996 and 1998 show standards in science rising from below average in 1996 to above average in 1998. Results dropped back to below average for 1999. However, variations are to be expected in a school of this size with small cohorts of pupils involved. Evidence from this inspection indicates that the majority of Year 6 pupils are currently on course to attain the nationally expected Level 4 by the end of this year, although few look likely to attain Level 5. This a broadly similar finding to that of the last inspection of 1996 - but, as indicated above, an improvement upon the test results levels reported in that year.

98. Teachers' assessments at Year 2 for the last two years show an above average number of pupils attaining the nationally expected level or higher in science. Lesson observations during this inspection reflect a similar picture with most of the Year 2 pupils working at an above average level. This is a broadly similar finding to the last inspection.

99. Younger Key Stage 1 pupils competently describe features of objects and, for example, record their findings on charts such as Venn diagrams. They respond to the teacher's suggestions on how to carry out their work and make their own suggestions. Year 2 pupils make careful recordings, for example, of their experiment to grow cress seeds and compare the growth in different situations. These pupils also show the ability to explain what they have discovered from their work. Pupils demonstrate a good knowledge of living things and have a clear idea of how to group animals according to features and they have some knowledge of using keys to identify creatures, which is a very advanced skill for this age group. They also know the common features that distinguish living things. No work was in evidence concerning the area of materials, but planning clearly indicates that sufficient coverage is given to this area during the year. Pupils know there are different sources of light and have previously studied in-depth the main principles of how a solar eclipse occurs. They also understand and draw detailed diagrams to indicate how shadows are formed and make simple generalisations about the effects of light on different objects. Pupils make good progress in gaining new knowledge, skills and understanding and work quickly through tasks provided.

100. Younger Key Stage 2 pupils respond to suggestions and keenly express their own ideas during investigations into forces. They use simple equipment to carry out investigations and, in doing so, make measurements such as time or different lengths. Older Key Stage 2 pupils present the results of their investigations appropriately in the form of graphs and charts and generally do so neatly. Many of the pupils in considering forces, for example, are beginning to compare conclusions to their previously gained scientific knowledge. Pupils throughout the key stage gain an appropriate knowledge of living things. Younger pupils draw detailed diagrams of the human ear and learn facts about healthy living while older pupils investigate seed propagation and learn about how different species are grouped within the plant kingdom. Year 3 and 4 pupils learn to differentiate between different materials through investigations such as studying frictional qualities of surfaces and they compare the viscosity of different liquids. Little work was seen by older Key Stage 2 pupils in relation to materials and during discussions with pupils, while they clearly recalled work carried out about the human body in the previous term, they could not recollect covering any work in connection with materials and their properties. Pupils gain a sound fundamental knowledge of physical processes. Younger Key Stage 2 pupils draw pictures of electrical circuits, study the way sound is produced and gain a good basic understanding of the way in which forces act upon objects; as with the way gravity effects the speed of a model car moving down a ramp. In this respect these pupils acquire knowledge in advance of the expectation for their age group. Year 5 and 6 pupils learn about a range of physical phenomena, for example, gaining an understanding of how light reacts in relation to a camera and the basic idea of how a photo is produced. They gain an understanding of the way in which forces act upon objects and know that forces can slow things down, accelerate movement and cause changes in the direction of moving objects. Pupils make sound progress overall, although in some aspects of work in Year 3 and 4 they make good progress.

101. Pupils mostly enjoy their science work and concentrate fully on the tasks provided. They often collaborate effectively with one another and many join in discussion work confidently with their teachers. Some older Key Stage 2 pupils lose their concentration on occasions when the work does not interest them sufficiently. Teaching at both key stages is good overall. Lesson plans are carefully prepared with work that matches the needs of the pupils precisely. Explanations are provided clearly and resources made readily available for pupils to use. Teachers involve pupils in a good level of discussion to reinforce the areas being taught and generally ask a good range of questions to guide and encourage pupils' thinking. Good strategies are sometimes used to promote pupils' understanding, as with a Key Stage 1 lesson where the teacher usefully involved the pupils in a role play exercise as a skilful means of emphasising the concept of how different animals can be grouped by their features. Weaknesses in the teaching centre around activities being led too much by the teacher on occasions and not enough emphasis on pupils gaining independent practical experience.

102. Teachers use nationally produced guidelines to assist their planning and, because they liaise so carefully over their planning coverage of the relevant areas of work is reasonably secure. An appropriate policy is in place. Rigorous assessment procedures are in place which teachers carefully record and analyse. Resources for science are good and well used. Science work is further enhanced by visitors to the school, excursions pupils make to study outdoor environments such as rockpools and the work that is carried out in the school garden.

OTHER SUBJECTS OR COURSES

Information technology

103. Pupils at both key stages make satisfactory progress in information technology and attain levels that meet the national expectations. They use their computer skills very effectively to support work in other areas of the curriculum. Provision and standards attained in this subject have moved forwards significantly since the last inspection of the school.

104. Key Stage 1 pupils know how to generate and communicate ideas in different forms such as text, tables, sounds and pictures. For example they competently draw pictures within an art program and subsequently add text to the picture. With some assistance they save work and print it out and most know how to retrieve work and then load programs. Pupils show a good knowledge of the keyboard and the functions of keys such as the space bar, 'del' and 'esc' keys. They use the mouse with dexterity and have a reasonable knowledge of how to use some of the items on the computer screen. Pupils use the computers frequently for word processing and know how to access capitals and use the mouse to move to different positions within the text. Pupils are fully aware of the use of computer technology within a wide range of everyday devices such as microwave machines and videos and know that these machines can be controlled through a simple program of commands. Pupils use the computers to support their work in many areas such as art, science and English. Key Stage 2 pupils show an easy familiarity with using the computers. They type a range of work confidently using different word processing programs and in typing contributions towards the school newsletter, older pupils are aware of the power of the computer to assist in drafting and develop an awareness of producing work for presentation purposes for different audiences. With this in mind, older pupils produce work via desk-top publishing packages and know how to import 'clip art' images into the text. Year 3 and 4 pupils show a confident approach to using spreadsheet programs to enter data that they then convert to graphs and in this way support work that they are doing in mathematics and history. In a science lesson pupils use a data logger to measure the speed of a model vehicle moving down a ramp and become aware of how the use of such equipment provides them with highly accurate, instantly accessible information concerning their investigation. Pupils use the computers frequently to produce different kinds of text. They are aware of methods of changing font size and type and older pupils are familiar with techniques such as cutting and pasting. Overall pupils make sound progress through the frequent opportunities they have to access the machines and on occasions where good and very good direct teaching input is provided they make good progress. Progress of some pupils is slowed by the use of only one finger to type on the keyboard.

105. Pupils throughout the school show great confidence and familiarity with using computers and older pupils in particular are reaching the stage where they treat the machines as a necessary resource to assist them with many aspects of their work. Pupils use the school computers well, often collaborating effectively as they work and concentrating fully during tasks provided.

106. Teaching is very good at both key stages. Teachers have confident knowledge of the programs in use and provide very clear and precise instructions to pupils. The intensive teaching that takes place for whole class or part classes in the computer suite is of very good value and enables much effective work to be carried out in the sessions allocated for this purpose. In addition teachers show a strong awareness of utilising computers wherever possible to promote pupils' presentation of work, interest and understanding. Teachers receive valuable support from the school secretary who doubles as computer technician/classroom support, particularly during the sessions in the computer suite.

107. A suitable policy is in place and teachers use the nationally produced guidelines and much liaison between each other to support their planning. In this way they ensure that pupils acquire relevant skills for their ages as they move through the school. The school has adopted a very thorough approach towards upgrading information technology within the school. The headteacher and staff along with the Friends Association and many other members of the school community have worked extremely hard together to build up the school's resources, including working together to install the new computer suite area. The Friends Association has provided useful funds to help with the upgrade, and the school has made full use of all of the centrally supplied funding. With a ratio of one computer to five pupils, the school now has a very good level of resources compared to other similar schools. The co-ordinator has worked hard to organise all of the software

resources and has prepared a comprehensive four-year action plan. The current enthusiasm and strong team effort shown by the school in this area place it in an exciting position to move forward rapidly with further raising standards in this subject and enabling further integration of and support from this subject for the rest of the curriculum.

Religious education

108. Overall the pupils' attainment in religious education at the end of both key stages is in line with the Locally Agreed Syllabus. The pupils have a good knowledge and understanding of the rules of Christianity and the key features of other major world religions. By the end of Key Stage 1 they are able to describe the life of Joseph and his brothers. They recount the story of the nativity and know that the life of Jesus was important to Christians. By the end of Key Stage 2 the pupils have a good knowledge about the Hindu religion and compare the notion of one God in many forms to the Trinity in Christianity. They know how the Hindus worship and compare the holy books of other religions to the Bible.

109. The pupils make satisfactory progress. They have a developing understanding of the importance of rules in life and how the Ten Commandments are important in our lives today. They are forming ideas about the Hindu caste system and how that relates to their own social groups. From Year 2 to Year 4 the pupils are developing an understanding of the impact on jealousy when discussing the story of Joseph and his brothers. They are progressing well in describing major festivals such as Christmas, Diwali and Hanukah. Across the school the pupils know the importance of prayer. By the time they are 11 years old the pupils are developing an understanding of how important the church in the village is to the lives of their families.

110. The pupils have positive attitudes to learning about Christianity and Hinduism. They sensitively discuss how important it is for peoples of the world to worship in their own ways. They are interested in festivals and the ways others worship. They are enthralled about the story of Gods such as Sheba and Ganesha.

111. At both key stages, the quality of teaching is mainly satisfactory. The teachers have a sound knowledge of the Agreed Syllabus. Stories about Joseph and the Gods from the Hindu religion are told in exciting ways and this clearly motivates the pupils. The pupils are well managed and teaching emphasises the need for sensitivity and respect of the ways people worship. Planning reveals that sufficient time is given to meet the requirements of the Agreed Syllabus. However, there are shortcomings when the emphasis of religious education lessons is too closely linked to a study of literacy. Some lessons are too directed by the teacher and the pupils do not have enough time to reflect on their own experiences or talk together in small groups raising their own questions as well as those posed by the teacher.

112. The religious education curriculum is soundly based on the required Syllabus. There is a strong and appropriate emphasis on Christianity and the study of other major world religions. This is an improvement since the previous inspection. The co-ordination of religious education is satisfactory. Exploration of religious and moral themes in whole school assemblies supports the curriculum are very well. Assessment in religious education is satisfactory overall and the pupils' progress in learning about and learning from religions is carefully monitored. There are a sound range and quality of artefacts and resources that the school is collecting. The books to support the pupils' learning are of good quality. Some of the work sheets used in Key Stage 1 are of poor quality, uninteresting and beyond the interest level of the pupils when they concentrate too much on comprehension skills.

Art

113. There were too few lessons in art to make a secure judgement about teaching. However, from looking at the pupils' art on display, scrutinising planning and talking to the pupils about their work, overall the pupils are reaching satisfactory standards and make satisfactory progress. This is a broadly similar judgement to that of the last inspection. However, while progress is satisfactory across the school there are some shortcomings in the quality of the pupils' finished products in drawing and painting by the end of Key Stage 2.

114. By the end of Key Stage 1 the pupils successfully use computers to create butterflies and other pictures.

There is good progress from Year 1 to Year 2 in the pupils' lively drawings that illustrate their writing. Good standards of drawing resulted from a visit to an illustrator who created the Mousehole cats. The pupils sketched cats in the street and this contributed significantly to the quality of their work. Standards in painting are sometimes more variable and work on display tends to be very similar and directed by an adult. Progress across Key Stage 2 is satisfactory and the pupils have used a good range of media to illustrate their topic on Egypt; for example they have created gold collars and a huge mask of Tutankhamun. They contributed to a plaster model of a mummy. The drawings to support the work are satisfactory. In Year 6 there was very little evidence of artwork on display.

115. The art curriculum is broad and reasonably balanced. The school is awaiting the nationally recommended scheme of work before further developments will be made. Visits and visiting artists enhance the pupils' experiences, inspire them and raise the standard of finished products. For example, a local potter does clay work with the pupils. The art and craft club produces good quality models such as cushions and also enhances the pupils' experiences. Art is frequently linked to the topic being studied and there is limited evidence of specific skills and knowledge being taught. This results in the pupils' drawing and painting skills being illustrative which creates an imbalance of the curriculum for some pupils. The time required for other subjects sometimes compromises art. There is evidence to show that, in addition to drawing, painting and creating models, the pupils study the work of famous artists such as Lowry and Van Gogh. One pupil had created a portrait of very good quality using the techniques and style of Modigliani. The pupils have a satisfactory range of media and resources with which to work. Co-ordination is satisfactory. Records of the pupils' drawing are kept and assessments of the work covered are carefully made.

Design and technology

116. No lessons were observed in this subject during the period of the inspection. Nonetheless, discussions with the co-ordinator, conversations with pupils and a scrutiny of work available clearly indicate that, at both key stages, pupils have made good progress in this subject and work at levels that are often above those expected for their ages. This is a broadly similar judgement to that of the last inspection.

117. Some good work occurs at Key Stage 1 where pupils design a coat of many colours for Joseph. They generate useful ideas for the designs and in some cases give strong consideration for the requirements of this design task. They make a prototype design and then a second modified design along with a list to show the design stages. Much thought is given to the designs and how the materials will be fixed together. Templates are carefully cut out, and careful stitching, cutting and colouring involved in producing the finished work. A similar approach is adopted to designing sports clothes for 'my favourite sport' with suitable evaluation of a range of potential cloth materials and the design process carefully followed through. The finished products are of a good standard for this age group. Key Stage 1 pupils have experience with making bread and younger pupils also design and make attractive Christmas puppets. Younger Key Stage 2 pupils work on a history associated design and technology project of 'how to make an Egyptian Mummy' with all of the stages of the process sketched out in a design sequence. Pupils also study and evaluate different 'shaduf' designs and successfully construct their own counter-balance design using wood, plasticine and fixing the system together with string binding for the main pivot joint. The work incorporates cutting parts out with reasonable precision in order to produce a working model. Older Key Stage 2 pupils working with adult assistance make some very attractive moving wooden three-dimensional models with pivoted and sliding moving parts. These items are well finished and photos show pupils using tools such as a drill with care, precision and an awareness for safety. Pupils also design a gift, carefully listing the materials they will require and describing how the item will be made. The well finished and attractive items range from soft toys to sweets and a 'jack-in-the-box'.

118. The good quality of much of the work seen shows that pupils have been well taught. A clear policy exists for design and technology and teachers use nationally produced guidelines to assist with their planning. Planning and the work scrutinised show that teachers very usefully plan the design and technology tasks to link carefully with ongoing topic themes such as the Year 3 and 4 historical work mentioned above and the project to make sunglasses in association with the work carried out previously concerning the eclipse. Teachers make full use of the evaluation built into the project as a means of accruing their own assessment information about pupils' work. The school has a good range of readily accessible resources that are tidily stored and well used.

Geography

119. There were too few lessons in geography to make a secure judgement on teaching. However, from planning, looking at the pupils' work, and discussing with them what they had learned by the time they leave the school, pupils throughout the school are working at appropriate levels for their ages. They are making satisfactory progress in their knowledge and understanding of different places and societies. At Key Stage 1 the pupils are excited about the travels of the class bear. They receive information from the countries he visits. The pupils are beginning to understand the important features of the countries such as China and they have found out a great deal about the Great Wall of China. Pupils find places on a globe and plot the journey back to Constantine. They are building on their knowledge of countries from their holidays and applying it to their lessons in school.

120. The pupils across Key Stage 2 are developing their mapping skills and can compare a map of Europe showing the German invasion to a map of today. They draw maps using grids. They know about the key features of a river and how important it is to the lives of people living near the banks. The pupils in Year 6 accurately describe the water cycle and understand the importance of the sun and note where drought conditions can destroy people's lives. Good progress was made in their study of the village. This was homework and has a clear impact on the pupils' learning. They observed the features of their village and recorded their evidence very effectively. The quality of the studies is good.

121. Geography is closely linked to the programme of topics. The curriculum is broad and generally well balanced. However, there are shortcomings in the provision related to an under-emphasis of the progressive development of the particular skills related to geography. The school recognises that the curriculum is in need of development and sound plans are in place to review the provision in light of the new curriculum. Co-ordination in geography is sound and the teachers' plans are carefully monitored. The pupils study contrasting areas to their own village and have a good understanding about the important features of life in Cornwall through field trips and visits. There is a proposed link with a school in New Zealand through the Internet to broaden the pupils' horizons. Resources for geography are satisfactory. Book and photographic resources are of good quality.

History

122. Overall, pupils at both key stages develop a clear knowledge and understanding about the lives of people in the past. They systematically develop historical skills and knowledge through an effective programme of topics. At both key stages most pupils are making good progress and work at levels above those expected for their ages. This is an improvement since the last inspection. At Key Stage 1 the pupils are developing skills of questioning. During a visit to the local museum they were enthralled to find artefacts from some of the earlier generations of their families. They are developing an idea of the passage of time from examining artefacts from grandparents and great grandparents. The pupils recognise how toys from the past were made. They make sensible comparisons between their own toys and the toys they saw in the museum.

123. Throughout Key Stage 2 the pupils are excited to find out about the past. In Years 3 and 4 the pupils are using their literacy skills to discover about the lives and times in Ancient Egypt. They research how to mummify a body and can recount important aspects of the lives of the Pharaohs. They write sensitive accounts of Carter's entry to the tombs and discuss sensitively the effects of the theft from the tombs on our knowledge about the history of Egypt. The pupils in Years 5 and 6 are knowledgeable about the post war period. They are able to investigate facts and make comparisons with their lives in the village today. For example, in their projects about the village, the pupils showed they could be effective historians when investigating local history. The work produced was of a high standard and had a positive impact on the pupils' progress and understanding of the past lives in their locality.

124. The pupils clearly enjoy history lessons and concentrate effectively when undertaking research. They work very well together and are becoming effective historians. There is a buzz of excitement in lessons and the pupils behave very well, handling artefacts very carefully.

125. The quality of teaching is good overall at both key stages. The teachers use their secure subject knowledge to plan exciting activities that clearly motivate the pupils to want to learn. Artefacts are used very well to promote interest in the past and captivate the pupils. Tasks are appropriately challenging and they

make the pupils think and investigate. However, work is carefully planned to ensure that it is appropriate for all the abilities in the class and the pupils with special educational needs are well supported to enable them to have access to historical ideas. Lessons are well planned and direct teaching captures the pupils' imaginations. There are very few shortcomings to the teaching of history. However, there are times when too many questions are asked by the teacher and this limits the time pupils have to work on their own ideas. Lessons are sometimes interrupted too much for work to be shown or further questions to be asked and this compromises the pupils' concentration. Assessment procedures are very effective and careful records are kept of the pupils' progress through the curriculum.

126. The history curriculum is carefully planned to meet all the statutory requirements. The programme of topics is broad and balanced and relevant to the different ages in the school. History is well managed by an enthusiastic co-ordinator and there is a clear plan of development. The history topics are successfully linked to other subjects and the pupils are given very good opportunities to practise their literacy skills of reading and writing. For example, the pupils are investigating the importance of the river Nile to the people of Egypt today. The curriculum is enhanced by a good range of visits to local places of historical interest such as castles and museums. There is a good range of artefacts within the school and the local education museum service is used to good effect. Parents make a significant contribution to resources by loaning artefacts that support the pupils' studies. History makes a significant contribution to the pupils' spiritual, moral, social and cultural development.

Music

127. During the period of the inspection no whole class music sessions were observed. However, from listening to the pupils singing and instrumental work in assembly and in extra-curricular clubs, the standard of singing is good and pupils successfully play a broad range of wind and percussion instruments and many perform at an above average level. In these aspects of their music work, pupils have been well taught. The provision for this subject has improved since the last inspection and standards of attainment in the areas seen also show improvement since the last inspection.

128. At both key stages the pupils sing confidently and tunefully. At Key Stage 2 the pupils maintain a part in a two-part-song and sing with good expression. They keep the pulse beat and spontaneously react to rhythms in the music emphasising beats where appropriate. The musicians accompanying the singing played accurately and with enthusiasm. The drum accompaniment showed excellent ability to keep and complement the beat. Good progress is clear and the pupils practise effectively.

129. The pupils thoroughly enjoy singing and are proud of the school's musical successes. Planning shows that the majority of the teachers are non-specialists and their work is appropriately supported by taped lessons. The co-ordinator is experienced and enthusiastic with a good eye for detail. The curriculum is broad and balanced in the plans and all the elements are covered. The appraisal of music is effectively developed through assemblies where the pupils listen attentively to a good range of music. Teachers' plans are carefully monitored and they receive good support and feedback from the co-ordinator. The curriculum is enhanced by very successful instrumental tuition that includes clarinet, keyboard and drums. An excellent range of extra-curricular activities includes choir, orchestra and recorder groups. The pupils have benefited from visiting musicians such as the Schubert Ensemble. There is a good range and quality of musical instruments that include exciting instruments from other cultures such as South America and Africa. The school is rightly proud of the pupils' musical achievements and concerts and other performances provide a very good link with the community at large.

Physical education

130. There has been a substantial improvement in both the provision for this subject and in the standards attained since the last inspection. At both key stages, pupils make good progress in physical education and work at levels that exceed the expectation for their age groups. Key Stage 1 pupils move around with good co-ordination during the warm up to their games session and understand the need for this warm up and the effect of exercise on their bodies. They pass a ball between each other very accurately in many cases and make good progress with catching and throwing skills through vigorous practice. They perform safely alone or as part of a

team. The majority of pupils show good control and agility with gymnastics work. They link series of balanced movements together and show well-developed and occasionally imaginative poses and control their movements well for their ages. During the practice pupils observe each other's movements and thereby improve their own performances. They make good progress through continued practice, increasing their strength so that many support their own body weight or hang from apparatus with confidence. Younger Key Stage 2 pupils display appropriate football skills for their ages and learn to control a football while working in a small team in a restricted area. They make good progress in gymnastics work, carefully developing synchronised movements that they carefully plan and perform with partners. Year 5 and 6 pupils show expressive dance movements for their ages and refine and develop sequences with greater fluency and clarity as they practise, eventually providing imaginative interpretations of a 'Jack-in-the-box' set loose from his cramped box. Overall, pupils make good progress with work through the good opportunities provided for practising and developing their skills.

131. Pupils thoroughly enjoy all physical education work. They generally work enthusiastically and with their best efforts during lessons. They usually listen carefully and carry out instructions accurately. They often collaborate effectively and work sensibly individually or in a team as required. Teaching is very good at Key Stage 1 and good overall at Key Stage 2, although dance/movement is very well taught. Lessons are very well planned and carefully prepared to ensure that all resources and apparatus are ready for use. A strength within all the lessons is the good balance that the teachers maintain between the time for instruction, demonstration and appraisal of each other's performances against the actual time allocated for practice. The way this is handled ensures that the pace of lessons is maintained and pupils maintain a good rate of vigorous activity. Lessons for Key Stage 1 pupils were made particularly effective by the teacher providing a range of very well selected activities that continually challenged and extended pupils.

132. The physical education curriculum is very well organised and carefully planned to maximise the school's good range of facilities. A clear policy is in place and teachers' planning is appropriately supported through the use of the local education authority's scheme of work. This ensures that appropriate skills are taught at relevant age groups. The school has a good range of equipment to support teaching and learning. The school has an excellent range of extra-curricular sports activities including sailing, football, netball, rugby, volley ball, cricket, athletics, swimming and cross-country running. The teachers providing much of their own time along with the valuable help of parent volunteers staff these activities. In addition, good arrangements are made for pupils to acquire a range of experiences with adventurous outdoor activities during their residential camps. This includes the provision for Key Stage 1 pupils to have an overnight camp on the school playing field. During the summer term all classes have two sessions of swimming per week. This intensive period of swimming enables the majority of pupils by the end of Year 6 to attain a well above average level, with over half of the pupils receiving awards for swimming over 100 metres. The school engages in appropriate competitions and matches against other schools.

· **PART C: INSPECTION DATA**

· **SUMMARY OF INSPECTION EVIDENCE**

133. The inspection team consisted of three inspectors, one of whom was a lay inspector. The team spent a combined total of 10 inspection days gathering evidence. During the inspection 45 lessons or parts of lessons were seen. Inspectors heard many pupils read, examined their mathematical knowledge and understanding, or talked with them about their work. Samples of pupils' work were inspected in all classes. The policy documents, teachers' planning files, pupils' records, attendance registers and the school development plan and budget figures were examined. Discussions were held with the headteacher, members of staff, the Chair of the Governing Body, and other governors and parents. Twelve parents attended a meeting with the reporting inspector, and 39 returned a questionnaire expressing their views.

· **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 – Year 6	115	3	25	13

· **Teachers and classes**

· **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	4.47
Number of pupils per qualified teacher:	25.7

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

Total number of education support staff:	5
Total aggregate hours worked each week:	72.5

Average class size:	28.75
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· **Financial data**

Financial year:	1999
	£
Total Income	181,130
Total Expenditure	181,401
Expenditure per pupil	1,649
Balance brought forward from previous year	23,213
Balance carried forward to next year	22,942

PARENTAL SURVEY

Number of questionnaires sent out: 82

Number of questionnaires returned: 39

Responses (number 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	28	10	0	1	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	27	10	1	1	0
The school handles complaints from parents well	11	19	4	3	0
The school gives me a clear understanding of what is taught	20	15	3	1	0
The school keeps me well informed about my child(ren)'s progress	23	11	4	0	0
The school enables my child(ren) to achieve a good standard of work	26	12	0	0	0
The school encourages children to get involved in more than just their daily lessons	25	12	1	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	17	15	3	2	0
The school's values and attitudes have a positive effect on my child(ren)	21	16	1	0	0
The school achieves high standards of good behaviour	19	18	1	0	0
My child(ren) like(s) school	29	8	1	1	0

* Not all rows total 39 due to nil responses in some cases.