

INSPECTION REPORT

LUDGVAN COMMUNITY PRIMARY SCHOOL

Penzance

LEA area: Cornwall

Unique Reference Number: 111808

Headteacher: Mr Peter Johnson

Reporting inspector: Mr D. Collard

Dates of inspection: 27-30 September 1999

Under OFSTED contract number: 707088

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant & Junior School
Type of control:	County
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Ludgvan Community Primary School Lower Quarter Ludgvan Penzance TR20 8EX
Telephone number:	01736 740408
Fax number:	01736 741107
Appropriate authority:	The governing body
Name of chair of governors:	Mr Charles Osborne
Date of previous inspection:	26-29 February 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mr D. Collard Registered Inspector	Special educational needs Mathematics Information technology History Geography Music Physical education	Attainment and progress Teaching Curriculum and assessment Efficiency of the school
Mr B. Sampson, Lay Inspector	Equal opportunities	Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and the community
Mrs J. May Team Inspector	Under fives English Science	Pupils' spiritual, moral, social and cultural development Leadership and management

The inspection contractor was:

Gemini Inspections Ltd
Brinkwells
Storrington Road
Thakeham
West Sussex
RH20 3EQ
01798 815787

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

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MAIN FINDINGS

What the school does well

- Improved results in English and mathematics tests at Key Stage 2 in 1999
- The good progress made in art and design and technology through the school
- The links made between different subjects through longer term planning
- The use of discussions in many subjects and lessons
- The better use of assessment and the introduction of pupils' own marking schemes
- The identification and targeting of higher attaining pupils
- The fostering of good attitudes to learning and personal development
- The overall good quality of teaching
- The use of the house system and school patrons
- The strong and effective leadership and commitment provided by the headteacher and governors
- The good partnership with the community
- The good use of the accommodation, the range of visits and the number and quality of school clubs
- The effective financial procedures and use of special grants for increasing the educational provision

§ **Where the school has weaknesses**

- I. The poor progress made by pupils in information technology
- II. The quality and variability of marking
- III. The quality of individual education plans for pupils with special educational needs
- IV. The lack of a consistent approach to the use of homework in all classes

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

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

The school has made a good improvement since the last inspection in 1996. Work is now much more closely matched to the National Curriculum, and is balanced across a range of subjects. Standards have been raised in mathematics in Key Stage 2 and the learning skills have been identified in other subjects. The consistency and quality of teaching has improved with a higher level of satisfactory teaching, especially in Key Stage 2. The curriculum co-ordinators have more responsibility for their roles and they have begun to monitor their subjects more rigorously. Much work has begun on analysing the trends in the performance of individual pupils and there are now good systems for identifying those pupils with higher ability. Most parents value the information they get about the curriculum and reports are informative. Collective worship fulfils statutory requirements and the quality of assemblies is good. In contrast, the standards in information technology have fallen and there is a need to define more carefully the work that pupils with special educational needs undertake. Marking has improved with a clearer policy but is still too variable between classes. However, the school has moved forward well and, with the range of new initiatives that have been started has a good capacity to make further improvements and raise standards.

§ 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>Very high</i>	<i>A*</i>
			<i>well above average</i>	<i>A</i>
			<i>above average</i>	<i>B</i>
English	A	B	<i>Average</i>	<i>C</i>
Mathematics	A*	A*	<i>below average</i>	<i>D</i>
Science	A*	A	<i>well below average</i>	<i>E</i>

The table above shows that in the 1999 tests at the end of Key Stage 2 the attainment of pupils in mathematics and science was very high and in English was well above average. When this is compared to pupils from similar types of schools the English results were above average, mathematics results were very high and science results were above average. This demonstrates a marked improvement from 1998. Pupils in the reception class make good progress. The present attainment of pupils at the end of Key Stage 1 and 2 is at an average level although there are a small number of pupils who reach standards above this. This indicates an improvement in the core subjects since 1998 in Key Stage 2 but is not as good as the 1999 figures overall. Progress through both key stages in most other subjects including religious education is at least sound but pupils do not reach the national expectation in information technology and progress is unsatisfactory. The progress made by pupils in both key stages is good in art and design and technology.

§ Quality of teaching

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

Teaching overall is good. It was satisfactory or better in over nine out of ten lessons seen and good or better in over half. This is an improvement since the last inspection. Only one of the lessons seen was unsatisfactory. This was due to the lack of progress made because of repetitive and unchallenging tasks. The daily planning is thorough and indicates clear objectives that are to be achieved. The overall strengths in teaching include the identification of different abilities, the daily planning that links well to longer term schemes and the consistent use of methods to interest and stimulate pupils. When all these elements are combined then very good teaching occurs but this was only the case in one lesson seen during the inspection. Weaker elements include the variability of marking, subject knowledge of the requirements for information technology and use of time for practical work in science.

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

§ **Other aspects of the school**

Aspect	Comment
Behaviour	Behaviour is satisfactory in lessons, although there are a small number of pupils in each class who have the potential to be disruptive. Behaviour is good in activities away from the classroom including visits.
Attendance	Overall the attendance rate has dropped slightly since the last inspection but is still satisfactory and compares with the national average. There are no issues connected with lateness or punctuality but the number of pupils who take holiday absences is high.
Ethos*	The ethos of the school is good. The school fosters a good climate for learning, and relationships between pupils and with adults are also good. The ethos for higher attainment is clear in the school's intent but has yet to be fully realised in the actual standards reached by all pupils.
Leadership and management	The governors, headteacher and senior management team provide strong and effective leadership. This is realised through the high level of commitment, teamwork and the very good systems for development planning.
Curriculum	A broad, balanced and relevant curriculum is in place apart from in information technology. Pupils have equal access to the curriculum and there are developing systems for teaching in year groups in Key Stage 2. Assessment procedures are clearly identified but are not backed by the consistent marking of work to inform teachers about pupils' progress.
Pupils with special educational needs	Good identification of need. Individual education plans are in place but do not give sufficient information to allow class teachers to develop the work undertaken by the specialist teacher. Parents are fully involved in the process.
Spiritual, moral, social & cultural development	Overall good provision. The school has an air of spirituality, develops social and moral understanding well and provides a wide range of cultural experience.
Staffing, resources and accommodation	Suitable range of experienced staff. Effective and well-trained support assistants. Resources are adequate in all subjects apart from some minor deficiencies in science. Accommodation is plentiful and used well.
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

- V. They are given the opportunity to play an active role in the life of the school
- VI. The school encourages pupils to be involved in more than just their daily lessons
- VII. The school's values and attitudes have a positive effect on the pupils
- VIII. The school achieves high levels of good behaviour
- IX. Their children like school
- X. The teachers promote high standards

What some parents are not happy about

- XI. The quality of annual reports and information
- XII. Complaints are not dealt with well and
- XIII. Homework is not consistent

Most parents have a very positive attitude to the school. The inspectors agree with many of the comments that have been made. There is a wide variety of extra-curricular activities, parents and the local community are actively involved at many levels and teachers promote a good working environment and harmony in the classroom. Homework is not always consistently used in all classes. However, the inspectors do not agree that reports are uninformative. They are detailed and reflect individual performance. Information about the curriculum provided in school is thorough and there are systems in place to reflect the school's commitment to dealing with problems. Communication procedures are good but for a small minority of parents the school does not always make its positive aspirations clear.

§ **KEY ISSUES FOR ACTION**

In order to improve the standards of the school the headteacher, governors and staff should:

Raise the rates of progress and attainment in information technology by:

- XIV. Continuing to improve the skills and competence of the teachers
- XV. Continuing to improve the use of hardware and software
- XVI. Devising ways of assessing the present capability of pupils
- XVII. Developing a scheme of work that continuously builds upon specific information technology skills and ensures that all aspects of the subject are addressed in both key stages
- XVIII. Ensuring that all pupils have full access to the curriculum
(See particularly paragraphs 7, 8, 10, 23, 32, 57 and 88-94 of the main report)

Improve the overall progress of pupils with special educational needs by ensuring that individual education plans:

- XIX. Have enough detail to allow classteachers to follow up work already started by the specialist support teachers
- XX. Detail achievable and measurable targets which can be assessed for their success and which are based upon individual need
- XXI. Give strategies to develop similar targets for those pupils with behavioural difficulties
(See particularly paragraphs 14, 18, 27, 35, 47 and 72, of the main report)

Improve the individual progress of pupils through better marking by:

- XXII. Ensuring there is a common understanding about the systems that are used
- XXIII. Ensuring that effective marking takes place regularly
- XXIV. Assessing the effectiveness of the procedures through careful monitoring
(See particularly paragraphs 13, 23, 29, 36, 42, 69, 76, 81 and 112 of the main report)

Ensure that the new homework policy is fully effective by evaluating its implementation across the school.

(See particularly paragraphs 30 and 46 of the main report)

In addition to the issues above the governors should consider the following points for inclusion in the action plan. These are detailed in paragraphs 16, 21, 26, 28, 34, 42, 44, 53, 60, 75, 82, 86 and 108 of the main report.

§ INTRODUCTION

§ Characteristics of the school

1. Ludgvan Community Primary School is situated in Ludgvan, Cornwall. Most of the pupils come from the local, rural village but also from a number from other villages nearby. Children enter the school in the year in which they are five on a part time basis. Most have had some experience of pre-school education. There is an independent nursery unit (OASIS) within the school grounds that works very closely with the primary school. This also provides an after-school club for working parents. Five children were under five at the time of the inspection. The early years class is combined with the younger Year 1 pupils. There are two full time children and three part-time children. Induction arrangements are good and constructive links are established with the parents who support the work of the staff. The children make good progress in all areas of learning and in their personal and social development. Attainment is average on entry to the reception class although it is lower than the Cornwall average in aspects of language and literacy, number and personal maturity. This profile has been the same since the assessments began in 1998. On entry to compulsory education in the term after the children are five most are equipped to start work on the National Curriculum.
2. The school roll has fallen over the last few years and presently stands at 136. This is below the national average. Pupils come from a variety of housing and backgrounds although there are no pupils who speak English as an additional language. There are more boys than girls in the school although this fluctuates slightly within each class. The number of pupils entitled to free school meals (6.6%) is below the national average. There are three pupils who have statements of special educational needs including one who does not have to undertake National Curriculum tests. There are a further 43 pupils who are included on the register of special educational needs. This is well above the national average.
3. The aims of the school include a central theme of preparing pupils, parents and staff for "a lifetime of learning." This is reflected throughout the links with the local community and is understood well by the majority of parents. The clearly identified priorities for improvement extend for the next three years in detail, with account being taken of longer term objectives both locally and nationally.
4. The following revised targets have been set for the Year 6 attainment in the National Curriculum tests after a range of testing had taken place during 1999:
Year 2000 - 90% to reach level 4 at Key Stage 2 in English
 - 80% to reach level 4 at Key Stage 2 in Mathematics

and the following targets provisionally set:
Year 2001 - 91% to reach level 4 at Key Stage 2 in English
 - 83% to reach level 4 at Key Stage 2 in mathematics

Key indicators

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1 For latest reporting year:	Year	Boys	Girls	Total
	1999	12	13	25

4. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or Above	Boys	8 (17)	6 (16)	9 (14)
	Girls	12 (9)	12 (9)	13 (9)
	Total	20(26)	18 (25)	22 (23)
Percentage at NC Level 2 or above	School	80 (100)	72 (96)	88 (88)
	National	82 (80)	83 (81)	87 (84)

4. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	10 (17)	11 (15)	10 (17)
	Girls	13 (9)	13 (8)	13 (9)
	Total	23 (26)	24 (23)	23 (26)
Percentage at NC Level 2 or above	School	92 (100)	96 (88)	92 (100)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2 for latest reporting year:	Year	Boys	Girls	Total
	1999	11	12	23

4. National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	9 (5)	10 (4)	11 (7)
	Girls	12 (6)	12 (5)	12 (5)
	Total	21 (11)	22 (9)	23 (12)
Percentage at NC Level 4 or above	School	91 (65)	96 (53)	100 (71)
	National	70 (65)	69 (59)	78 (69)

4. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	9 (6)	9 (6)	9 (7)
	Girls	11 (6)	11 (5)	10 (5)
	Total	20 (12)	20 (11)	19 (12)
Percentage at NC Level 4 or above	School	87 (71)	87 (65)	83 (71)
	National	68 (65)	69 (65)	75 (72)

4. Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:				%
	Authorised	School		4.0
	Absence	National comparative data		5.7
	Unauthorised	School		0.7
	Absence	National comparative data		0.5

4.

4. Exclusions

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

4. Quality of teaching

Percentage of teaching observed which is:			%
		Very good or better	4
		Satisfactory or better	97
		Less than satisfactory	3

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2

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

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

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

4. **Attainment and progress**

5. Attainment on entry to the school is average and good preparatory progress is made so that by the time children are five they are equipped to start work on the National Curriculum. Reception children are encouraged to follow the format for the literacy and numeracy strategy and even those in school on a part-time basis receive a balanced curriculum in other areas such as personal, social and creative development.

6. Attainment in the 1998 Key Stage 1 tests in reading was very high and in writing well above the national average. The 1999 school's figures are a little lower and match the national results. The teacher assessments broadly match the previous year's percentages. Over the last four years these figures have varied but have always been consistently above the national average. There is a broadly similar picture for the attainment in national mathematics tests in 1999. These were above average for pupils reaching the expected level 2 but were below average for those gaining the higher level 3. In science pupils performed at very high levels in comparison to national figures although in 1999 no pupils gained the higher level 3.

7. The inspection findings indicate that standards in English in Year 2 are at an average level with a number of pupils likely to achieve better results by the end of the academic year. Speaking and listening skills are average although better in speaking for a significant minority of pupils. Reading and writing is also average overall but a number of pupils are technically more capable readers. In mathematics, science and religious education the standards are average. Pupils in Key Stage 1 do not reach the national expectation in information technology because there is a lack of teacher expertise and of opportunities to use the computers regularly.

8. Academic progress through the key stage is satisfactory both in lessons and over time. The newly introduced literacy and numeracy strategies have given more structure to the lessons and this has had a positive impact on increasing progress through the higher expectations of teachers about what can be achieved. Progress in science is sound but better in Year 1. In all other subjects it is at least sound except in information technology where it is unsatisfactory. In art and design and technology it is good. Examples of good progress were seen in a number of individual lessons during the inspection such as in a Year 2 religious education group. Here the pupils were being challenged to think about emotions which linked to a Bible story and were encouraged to speak, listen and explain these in written form. This combined a range of disciplines and subjects well.

9. Attainment in the 1998 tests for Key Stage 2 was mixed. In English the number of pupils who achieved the expected level 4 was close to average but well below average at the higher level 5 and 6. In mathematics it was below the national average and in science was close to the national average. As in English the number of pupils achieving higher levels was below the national average in mathematics and well below in science. When compared to schools of a similar type the overall figures were below average in English and mathematics and well below in science. As expected by the school and because of the better overall ability of the

small cohort of pupils, the percentage of pupils gaining expected levels improved in all three subjects in the 1999 tests. It is above average against national averages in English, and very high in mathematics and science. These improving figures also reflect, in part, the efforts that the school has made in identifying the higher attaining pupils and targeting them for more challenging work. This is beginning to have a noticeable effect, especially in mathematics.

10. Pupils in the present Year 6 are achieving standards that are broadly in line with the national average. Particularly good is the development of speaking and listening skills through various subjects and the development of technical reading although this is not reflected in all pupils' comprehension skills. In mathematics, science and religious education whilst the majority reach average levels a small number of pupils are reaching levels above those that might be expected. Standards are below those expected nationally in information technology and especially in the elements of control technology and the use of spreadsheets and databases.
11. Progress through Key Stage 2 both in lessons and over time is generally satisfactory in the majority of subjects. The progress of a number of higher attaining pupils is improving more rapidly. This is especially the case in Year 5 where a combination of good teacher expertise in mathematics and science is ensuring that the tasks set in these subjects are challenging to all levels of ability. Progress is good in art and design and technology. It is unsatisfactory in information technology and a number of pupils are gaining better skills at the use of computers from home than they are from the opportunities given at school. The recent improvement in the provision for information technology, the appointment of a co-ordinator, the use of a part-time technical support assistant and a knowledgeable governor are starting to have an impact on the provision and progress in this subject.
12. The use of literacy across the curriculum is good. Pupils have a good understanding of reading and writing and how this is important in all other subjects. Good examples were seen of notes and drafts linked to a topic on the Greeks and in design and technology through the use of investigation. Speaking and listening are key features in many lessons including science, art and music. The use of research and enquiry make a further contribution through the use of the library but this has not been fully exploited through the use of computer technology. The literacy hour is now well established and has been amended in light of its use. It is having a positive effect on standards. Number is used very well throughout the curriculum. There are examples in most subjects such as measuring in design and technology, spatial awareness in art and counting in physical education. The national numeracy strategy has been in place from this academic year and is also having a positive impact on standards.
13. Pupils' overall progress is satisfactory and there are few differences between boys' and girls' performance although the school is monitoring these. Pupils' individual problems are identified at an early stage and these are catered for by altering ability groups for different subjects. Not so effective is the challenge given to individual pupils through each piece of work. This is linked to the variability in marking. In the best cases teachers ensure faster progress when they give specific help through their written comments. This is not always the case especially in Year 5 and 6. Occasionally work throughout the school is pitched at too low a level and this has an impact on progress.
14. Pupils with special educational needs make satisfactory progress in relation to their ability. The individual education plans identify problems clearly and suggest how these can be improved. Unfortunately they do not give the classteachers sufficient guidance on how these targets can

be further developed within all class lessons and so progress is affected. Despite this there is evidence from national tests that pupils with difficulties progress at a suitable rate.

15. The school is working hard to reach the tough targets they have set for Year 2000 and 2001. Much work has been done to identify underachievement and to increase the performance of groups throughout all classes, especially those with higher ability.

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

16. Pupils' attitudes to learning and their personal development are good and in line with the judgement of the last inspection. The majority of pupils at under five and at both key stages show an interest in their work and sustain a good deal of concentration and personal study. However, where teaching begins to flag and pupils become bored their concentration suffers. There is generally a good working atmosphere but occasionally a lack of stimulation, particularly for the more active pupils.
17. As a result of this, behaviour, which was good at the last inspection is now only satisfactory. When the pupils get bored in lessons they talk out of turn and there is a general hubbub of undertones in some lessons. During the inspection children were mostly well behaved when walking around the school and corridors. They step aside politely to let others through and helpfully open doors. However there are some instances of inappropriate behaviour, for instance when a group of boys were seen kicking each other in the playground and inattention during assemblies. The school does have a small element of unruly pupils that it has done well to identify and monitor. There have been no exclusions within the last twelve months. The children have a lot of respect for their own personal property and their school. The school is a very tidy place and there is no evidence of litter or graffiti within or outside the building.
18. As at the last inspection relationships between the children and between adults and children are good. The pupils have their special friends and boys and girls of different ages mix well both at play and in class. Pupils of ethnic minority and those having special educational needs are very well integrated and interact well with their schoolmates. Children generally respect their teachers and other members of staff and this respect is reciprocated. The schools' ethos encourages a well rounded and adjusted social citizens and in this respect they are succeeding. Groups of children work well together. For example, there are monitors who undertake duties in the office and security doors at lunchtime.
19. The children are taught to respect the feelings of others and are well versed in other cultures and religions. They are visited regularly by a Muslim mother who talks to them about her culture. The children are encouraged to discuss their behaviour, feelings and experiences. This was particularly noticeable during a religious education lesson and subsequent assembly, based on the bible story of Zacchaeus. The children were asked to associate such words as happy, envious and sad and think of times when these emotions had referred to themselves. They were then asked what they did about these feelings.
20. The children are given the opportunity to show initiative and this they do willingly and conscientiously. The pupils are closely involved with house teams where there are captains, vice captains and monitors. Monitors undertake path and office duty which is taken very seriously. Older pupils act as 'buddies' to younger ones and also help as readers. Younger children collect and deliver registers and dinner money to the school secretary. Each class has

its own duty roster of tasks for the day or week.

20. **Attendance**

21. Attendance, which was good at the last inspection, is now only satisfactory. This is due to the fact that overall attendance has fallen and both authorised and unauthorised absences have risen. Currently, attendance is above national averages and unauthorised absences are high. The school is aware that it does have a large number of holiday absences during term time and unauthorised absence figures are distorted by a minority of persistent offenders. Visits by the educational welfare officer are infrequent except when the school requests specific action. Pupils are punctual and there are few incidences of lateness on a regular basis.

21. **QUALITY OF EDUCATION PROVIDED**

21. **Teaching**

22. The quality of teaching observed during the inspection was almost all satisfactory or better and it was good overall in reception and at both key stages. Teaching was satisfactory in well over nine in ten lessons, good in over half but significantly was only very good in one lesson. There are few differences in the quality of teaching except in science in Year 3 where there is a lack of challenge and written work. The overall good teaching is the reason why pupils make satisfactory progress in most aspects of the curriculum.
23. Weaknesses from the last inspection regarding the quality of teaching have largely been addressed. There is now a much higher proportion of satisfactory teaching especially in Key Stage 2 and there are no serious shortcomings except in information technology. Teaching has improved in English, mathematics and science but, in contrast to these recent advances has deteriorated in information technology because of the lack of expertise. There is now much less reliance on published and commercial schemes and groups are more closely aligned with ability. However marking, although improved, is still too variable.
24. Teaching is good for the under-fives in the reception class. Planning follows the recommended areas of learning for pupils of this age and also the National Curriculum through the literacy and numeracy format. It is adapted well to individual need and to those who attend on a part-time basis. The teacher has a good understanding of the needs of younger pupils and works well with classroom assistants to ensure that there are opportunities for good social and personal development.
25. Teachers generally have good knowledge, both of the subjects they are teaching and of which level is appropriate. The majority of teachers do not have this knowledge in information technology although they are being trained quickly to provide a range of better opportunities. Although generally satisfactory, on some occasions the expectation of what can be achieved is too low and this impedes the progress of some pupils. High expectations were noted in a Year 3 history lesson and a Year 5/6 lesson in mathematics. In both of these the teachers challenged thinking through the discussion and expected the pupils to have already assimilated relevant facts. In consequence the understanding and enquiry aspects of learning were greatly

developed. Teachers are adapting well to the introduction of the literacy and numeracy hours and are able to demonstrate good levels of personal understanding of language and number. This is especially good in Key Stage 2.

26. Classroom management and organisation are good. Pupils are arranged into groups quickly, they have work ready at the tables and are expected to set about it efficiently. Teachers manage the mixed age classes well. Groups are decided both upon ability and age and this helps give a range of experiences to the pupils. Groupings are especially good in Year 3/4. Here the teacher makes effective use of previous assessment to decide how best the groups should be divided. In light of pupils' performance changes are made in the groups. Where there is additional classroom support the assistants are given clear instructions and play a useful role in maintaining discipline. They complement the work of teachers well. The management of behaviour is marginally better in Key Stage 1 but is satisfactory overall throughout the school. In Key Stage 2 there are a number of more challenging pupils who need constant supervision especially in Years 4 and 5. There are specific programmes in place to deal with this behaviour but the teachers would benefit from more support during key lessons in English and mathematics.
27. Planning for lessons is thorough and based around well constructed long term schemes. Individual lesson plans highlight the specific work that will take place and these are often shared with the pupils both at the start of the lesson and by discussion at the end. This provides pupils with the opportunity of establishing whether they have progressed or not. Planning is particularly good in English and mathematics. Planning for those with special educational needs is satisfactory when the specialist co-ordinator withdraws pupils but not so closely followed during other lessons. This impedes the overall progress of a small number of pupils. In contrast those who have been identified as having a higher ability are set more challenging work in a number of subjects and is particularly good in Year 1/2 and Year 5/6.
28. The overall structure of lessons is good. They begin with pertinent questioning to determine what is already understood and to establish the new learning that will take place. There is generally a good balance between activities and the pace is satisfactory except in Key Stage 2 science. In these lessons insufficient opportunities are given to provide a variety of different experimentation and investigational procedures. Since there is usually only one activity the pace of the lesson becomes slow and pupils become bored with the work they have been asked to do. Teachers try to motivate and involve all pupils and some highly energetic teaching was witnessed in physical education. Teachers use good systems to ensure that time is used well in most lessons. Resources are prepared well prior to the start and thought is given to ensuring that groups understand what is expected of them. Pupils know what is expected by lists of groups, notes and tasks laid out on the board. These all help ensure that progress is made.
29. Marking is satisfactory but is better in the reception and Key Stage 1 classes. The best examples seen correct mistakes, give praise appropriately and offer suggestions for improvement. In other cases marking is not as stringent. There is insufficient correction and mistakes are not followed up consistently. The older pupils particularly are not challenged to think more deeply and specifically about the subject they are learning. However, other systems of day to day assessment are better. Often teachers go through work on an individual basis and talk through how it can be improved. In addition the time for discussion at the end of the lesson is used to assess how much has been learnt. There are no formalised systems in place to collate this information which could easily be forgotten.

30. Requirements for homework are clear within the school's prospectus and it is set regularly. It is generally used well, provides pupils with extended activities and supports the work in class. It is not always closely followed up by teachers. This is a justifiable concern of some parents who also feel it does not fully prepare pupils for their next school. The systems in place are suitable but need to be monitored to ensure there is a consistent approach.

30.

The curriculum and assessment

31. The curriculum provided for the reception children is good. It is interesting and enjoyable and is planned to the nationally recognised areas of learning for children under five. It is matched well to the needs of individual children and they are able to move on to the National Curriculum activities with confidence.
32. The school provides a broad and balanced, relevant curriculum that meets statutory requirements for all its pupils in both key stages. All National Curriculum subjects are taught including religious education, health education and drugs awareness. The pupils also have the opportunity to learn French and Cornish in sessions outside normal lessons and there is a good and varied range of after-school clubs including a small number of competitive sports teams. There is an imbalance in the amount of experience in information technology because not all the programmes of study are presently addressed, especially in Key Stage 2, nor is sufficient time given for individual use of the computers. This results in pupils not acquiring the skills and knowledge at an appropriate level. In all other areas the pupils have equality of access to the curriculum and are prepared well for their move to the next stage of education. It is particularly good in the reception class and Key Stage 1.
33. There has been an overall improvement since the last inspection. Work in most subjects is now more closely matched to that which is recommended by the national guidelines. In addition the range and balance of work especially in Key Stage 2 has been greatly improved. Planning has also been improved and is now consistently undertaken within a long and medium term framework. These plans have been clearly stated within the staff handbook and shared with the governors. The roles of the subject co-ordinators have been identified and some monitoring has taken place. The co-ordinators still do not have a sufficiently strong view about the relative strengths and weaknesses in their areas of responsibility. Information is shared with the governors and there are regular visits made by a number of them to monitor the curriculum informally. The literacy and numeracy strategies have begun successfully and there is a detailed four year plan to implement the initiatives for information and communication technology.
34. A statement about the way the curriculum is planned, including a range of policy statements, is clear and up to date. It is linked to a grid showing planning and the assessment of ability. Realistic review times are built into this although these are at an early stage of development. These systems provide a good overview for the work of the school. The daily lesson plans link these elements and ensure that the double age groups in each class have the opportunity to progress suitably. Work is progressive through the year and the school has established a common core and consistency of work within each class. There is a balance between teaching knowledge and skills in all subjects except information technology but the lessons do not always allow pupils to undertake enquiry and research to develop better understanding. The staff receive regular information about curriculum changes and new initiatives are discussed in

depth at staff meetings. The school assesses the best way these can be incorporated into the development of the curriculum and how this will impact on better standards. The management of this is particularly effective. Whilst understanding the need to move forward as quickly as possible, the staff first develop a real understanding of the issues and a clear view about how this will benefit the pupils. This ensures that new planning is manageable and effective. A

good example of this is the trial of new planning formats for science. These have tried to link the format for the literacy and numeracy hour whilst maintaining the need for investigation and experimentation. Already the strengths of this approach have become clear although teachers have also recognised the shortcomings in the length of lessons. These are now being looked at to revise the system.

35. Pupils with special educational needs are identified at an early stage and supported through the use of individual education plans. These are of variable quality. Those identified and supported just by the classteachers include a good overview of the problems and some targets to improve. Identification of the needs of those pupils who need more support, including those with statements of particular support, are also satisfactory. However, the plans do not indicate sufficiently small steps that can be measured easily or addressed by the classteachers when the co-ordinator is not available. Consequently, the support these pupils receive is good when they are in a small group with the co-ordinator but is not followed up by classteachers at other times. It is difficult to ascertain from the paperwork when targets have been achieved or what is expected next. Specialist outside agencies provide some support for this but the general statements they provide about improvement are not then broken down sufficiently well within the school. Pupils who do not have to follow the National Curriculum are given a separate curriculum suitable for their needs.
36. Assessment in the reception class is good, both in the procedures employed and in their use. The classteacher has a clear view about the progress that is made by individuals. In Key Stages 1 and 2 the procedures and implementation of assessment are satisfactory. Teachers keep record books that indicate the results of tests and have a range of other information upon which to group pupils for work. The school fulfils the requirements for the statutory testing of seven and eleven year olds and has been using optional tests to gauge ability in a national context through the use of tests in Years 3, 4 and 5. Assessment tasks are also set in some subjects. The school has made a good start in using this data to provide realistic targets for pupils. One example of this is in the revised figures for pupils likely to achieve the nationally recognised targets in Year 2000 and in 2001. The school is able to clearly substantiate the reasons for the changes and can draw on statistics to back these claims. On a day to day basis the marking of books is too variable, does not always follow the marking policy and does not consistently provide the necessary information about individual progress. Better use is made of assessment through searching questions when work has been completed. Teachers are able to make good judgements about the success of their lessons. A recent initiative has involved the use of more self-assessment. This is understood and valued by pupils. They are able to discuss their own strengths and areas for improvement. Portfolios of work have been collected and are kept with records of achievement on each pupil. These provide the next teacher with a good basis for starting work at the beginning of each academic year.

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

37. The provision for pupils' spiritual, moral, social and cultural development is good and makes a positive contribution to the ethos of the school. The emphasis placed on the house team system with the involvement of annual patrons from the community has a positive effect on the personal and social development of pupils in the school. Spiritual development is fostered through assemblies and in a wide range of lessons. The children are encouraged to reflect on spiritual matters, to develop their own beliefs and to respect and understand the beliefs of others. Displays of works of art by pupils and famous artists are prominent in classrooms and around the school. These are used as a source of enjoyment and wonderment. The singing of hymns in assembly and the clarinet playing at the house assembly was an uplifting experience for pupils and adults.
38. The school's high expectations for attitudes and behaviour are the foundation of the good provision for pupils' moral development. The pupils are expected to treat each other and adults with respect and the vast majority do this. They are also taught to take care of the school environment and use equipment sensibly. Pupils are taught the difference between right and wrong and the staff deal sensitively and firmly with issues such as bullying. The dedicated and committed staff provide very good role models for pupils.
39. From the time they join the under-fives class, the pupils have regular opportunities to work collaboratively in pairs and small groups and to begin to take responsibility. The very good range of extra-curricular activities, including many sporting activities, strongly promotes pupils' social development and understanding of team work. The fund-raising for charity helps develop an awareness of the needs of others.
40. The school makes good provision for cultural development. The house patrons for this school year are a musician, sculptor, dancer, and poet. This emphasises the importance the school places on cultural development. Music and dance are both important to the school, as are links with the community. Visits to places of interest, the residential visit in Year 6 and visitors to the school enrich the children's experience. The work of an artist has been particularly effective. The school makes a good effort to introduce children to the literature, music and art of other cultures.
40. **Support, guidance and pupils' welfare**
41. The support and guidance that the school gives to its pupils and the attention paid to their welfare are still satisfactory and compare with an equivalent judgement at the last inspection. Relationships between pupils and staff are warm, supportive and understanding. Teachers know their pupils well.
42. Procedures for monitoring pupils' progress and personal development are satisfactory but variable as many procedures are new to the school and staff are still coming to terms with them. The school has a new marking and assessment policy and, although some classwork and homework is well marked, there is an inconsistency between teachers and classes. However, monitoring on entry is good and the school's emphasis on personal development is very caring and productive in its aim to produce good citizens. All pupils have a very well laid out record of achievement and school reports are individualised, clear and helpful. They do not, however comment on information technology as a separate subject. National Attainment Tests are carried out for pupils as appropriate. The school is targeting high ability pupils. This is more effective in mathematics with the older pupils but is also evident in other subjects.

43. The school's procedures for monitoring and promoting discipline and good behaviour are good. The school has recently consulted with the pupils and parents and produced a new and detailed policy with appropriate rewards and sanctions. This policy is closely aligned with one on pupil restraint. There are clear and concise procedures against racism and bullying. Pupils generally react well to school and classroom rules. The school has a good house system that encourages competition for points and awards. Bullying, particularly at lunchtime which was previously a problem, is now quite rare. The school has trained its dinner staff well to deal with incidents. After much consultation, the school has now completed a home/school agreement for all of its pupils.
44. Attendance procedures within the school are satisfactory. The school has made all of its parents aware of their relevant responsibilities and insists on letters of absence or a phone call. Registers are very clearly marked and in accordance with the current regulations. They are marked both in the morning and afternoon and are returned to the office for safe keeping. Any late pupils are recorded by the office staff and registers amended accordingly. Currently the school does have quite high levels of non-attendance and although use is made of the Educational Welfare Officer in extreme cases there are no regular visits made.
45. The school's arrangements for child protection and promoting pupils' well-being, health and safety are all very good and a strength of the school. The headteacher is the recently named child protection officer and health and safety person and will attend the relevant training this autumn. All staff have been very well briefed on their relevant responsibilities. The school is using the local authority's child protection policy. All emergency procedures are well documented. The school's staff and governors have recently completed a very detailed health and safety risk assessment audit. All electrical and fire-fighting equipment is regularly checked. Procedures for accidents and the distribution of medicines are carried out well by the school and there are a large number of trained first-aiders amongst the staff. The high quality school meals are prepared, served and consumed in very hygienic conditions. There are very sensitive arrangements for pupils joining the school or moving on to secondary education. Children are monitored and protected very carefully in class and at playtimes or when they are out on visits.
45. **Partnership with parents and the community**
46. The school's partnership with the majority of parents and the community is good and compares well with the last inspection. The amount of information provided by the school is good despite the concerns of a few parents. Procedures include regular newsletters and written information on forthcoming events, meetings and the curriculum. The school frequently consults parents via questionnaires on important issues such as the new behaviour policy, homework and home/school contracts. All parents receive a copy of the school report, a prospectus and the governors' annual report. The school is very keen to try and deal with parent concerns via its stated complaints procedure and the headteacher guarantees a reply within three school days. There are regular meetings for parents to meet staff and to discuss their concerns and children's progress. Last term the school arranged a homework review evening but were disappointed when only five parents attended. A few parents feel that their suggestions or complaints are not handled well. Although communication procedures are good the school is not sharing its positive aspirations with all of those concerned.
47. Parental involvement in children's learning is also good and well appreciated by the school.

Currently the school has a nucleus of approximately twenty parents who come into school and help with science, literacy, numeracy, art, swimming, language and life skills, music and drama. The majority of parents are actively involved in their child's annual reviews when these are necessary and also contribute to and discuss individual education plans.

48. The school has a very good partnership with the community and this is a definite strength that impacts on the standards and ethos achieved. There are many visitors to the school including the Cornish Society, the local horticultural society, the police who give Drugs Awareness talks and a Muslim mother who talks about her culture. The local vicar comes in and takes assemblies from time to time and rugby and tennis coaches come in and help with sport. The children go on regular visits. These include St Ives Tate Gallery, Newlyn Art School and Pendennis Castle. The school is used by a local religious group, a fencing club, a line dancing club and a yoga club. The pupils support various local charities and also national charities such as Red Nose Day. There are good sporting links with other schools and the Ludgvan School football team has recently won the WCRSSA Trophy. The school takes in many work experience pupils from local secondary schools. The Friends of Ludgvan are active in raising funds for the school via various social events and the school very much appreciates their help.

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

48. **Leadership and management**

49. The headteacher, actively supported by the governing body, provides the school with strong and effective leadership. The recently appointed senior management team has quickly established itself and formed a close partnership with the headteacher. Together they provide a clear educational direction for the school. The headteacher is caring and supportive of pupils, their families and staff and his strong commitment to consultation with all members of the school community enables them to feel involved and valued. Since the last inspection he has further developed the roles of co-ordinators and has created a very effective team. Teamwork is an intrinsic part of the school's management and is a real strength. All staff, both teaching and non-teaching, are well supported and have a strong sense of belonging to this team.
50. The governing body is very involved in the work of the school. The well-structured committee system monitors the various aspects of the school's provision. The minutes of the governing body show that their business is properly conducted. The governors have a good understanding of their roles and are fully involved in the strategic management of the school. They work closely and successfully in partnership with the staff to implement priorities identified in the school development plan. The plan is produced following a full audit of each aspect of the school's work by the headteacher and senior management team and involves all school staff and the governing body. A great strength is the involvement of the whole school community in its formulation. It is a good working document and progress towards achieving the priorities is regularly monitored.
51. The governors give regularly of their time and play an active part in the life and work of the school. The chair and other governors visit the school regularly and spend time in classrooms. After scheduled visits to the school they share their findings with other governors. They are interested and willing to increase their involvement in the curriculum. Governors fulfil all statutory requirements of their role, apart from a minor omission in the school prospectus and governors report to parents. The management systems are good. The headteacher and the management team monitor the curriculum and teaching. Test results are analysed and

evaluated, and findings are used to inform the setting of targets to raise pupils' attainment. Teachers are supported through good appraisal procedures which make a significant contribution to their professional development and the quality of education the school provides. Subject co-ordinators are given time to monitor the work in their subjects. They review planning and pupils' work and have recently been given the opportunity to observe lessons. Subject co-ordinators manage their responsibilities effectively.

52. All curriculum and main school policies are well documented, appropriate and, apart from the marking policy, understood by the staff. The introduction to the literacy and numeracy strategy has been well managed, and appropriate targets set for pupils' attainment in future years. The provision for pupils with special educational needs is well managed. There is a comprehensive policy that covers all the statutory requirements. The school has started to target the provision for the higher attaining pupils. This is very appropriate and will involve formulation of a policy and forecasting levels of attainment in order to challenge such pupils more effectively.

53. The school has a clearly expressed and detailed set of aims and values, which are reflected in all its procedures. Teachers, staff and parents fully support these aims and there is a shared sense of purpose. The school has a positive ethos, which is reflected in relationships within it, but the commitment to high attainment has not yet been fully realised for all abilities of pupils.

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

54. The school is well staffed with qualified teachers. They provide a good range of experience, with a satisfactory balance between longer serving teaching staff and newly qualified teachers to meet the demands of the curriculum and pupils' needs. There is a good range of curriculum expertise among the teachers which meets the demands of the primary curriculum as well as areas of learning for under-fives. There are six classroom assistants who provide valuable support in the classrooms. One assistant, supporting a statemented pupil, is also employed on a part-time basis as the technical manager for ICT. This is a good use of his expertise. All of the support staff are experienced and have received training. The staff work very well as a united and industrious team. The office staff, caretaker, cleaner and midday supervisors are all valued members of the school community. They provide a high level of support for the school's work. Job descriptions are in place and all subjects have a designated co-ordinator, some of whom carry responsibility for more than one area of the curriculum. The co-ordinators manage their responsibilities well. The monitoring role of curriculum co-ordinators has been further developed since the last inspection.

55. Arrangements for the professional development of all staff, both teaching and non-teaching, are good. Professional development is closely linked to the good appraisal scheme conducted by the headteacher. Individual training needs are identified. Where possible these are met and links made to the priorities in the school development plan and national initiatives, such as the literacy and numeracy strategy. The arrangements for the induction of newly qualified and newly appointed teachers are well thought through and are also supported well by colleagues.

56. The school buildings provide very good areas for effective learning. The caretaker and cleaner take a great pride in the appearance of the whole establishment. Classrooms are of a good size and the additional working space is used effectively for small group work to improve levels of attainment. The extra classroom space that became available due to the schools' falling numbers on roll has been successfully adapted for a new library and study centre. The library and office areas have been greatly improved since the last inspection. The environmental area provides an additional learning resource for science. The governors are very involved with the

school buildings and have recently agreed to provide a safe area of play for the under-fives. This will give good support to their physical development. The attractive displays throughout the school enhance learning and celebrate pupils' work. All areas of the school are accessible to wheelchair users.

57. Learning resources are adequate overall although in science there is a need to update some of the equipment for practical work. The school has increased the amount of hardware for ICT by a considerable amount since the last inspection. The ratio of computers to pupils (1:12) is now above the national average. Resources for history, art and religious education have also improved since the last inspection. The spacious library is designed to appeal to all pupils and good use is made of the school loan service to supplement work in topics. There is a good range of visits and visitors to the school, which further add to the overall level of provision.

57. **The efficiency of the school**

58. The school is managed well. There are efficient and effective financial procedures that involve the staff, parents, senior management team and the governors. The school development plan sets realistic targets for improvement and is broken down to identify the areas of responsibility, costs and timescales. It is shared at the planning stage with a wide variety of people involved with the school including the pupils and local community. It is adapted in the light of any national or local changes and spans a four year period. Although this area was reported on as being strong at the time of the last inspection there have been a range of improvements since then.

59. The governors are very committed to the school. They work very closely with the headteacher and have a committee structure that allows decisions to be made effectively. There are a number of recent appointments to the governing body who have already had induction and training to enable them to fulfil their role. The school places much emphasis on ensuring that the governors are fully involved. They choose new governors carefully, trying to balance expertise and enthusiasm. All work closely with the headteacher and senior management team and are also involved in regular visits and monitoring and evaluation of the school's curriculum and other provision.

60. The school makes satisfactory use of the available teaching staff and good use of the accommodation and learning resources. There have been some difficult staffing decisions made over recent years and these have been dealt with sensitively. Procedures were followed carefully despite the perception of a few parents that the timescales were too long. The deployment of staff ensures that expertise and experience are distributed effectively including the use of assistants. The spacious accommodation is used to its best effect and apart from some shortcomings in the provision for science, learning resources are readily available.

61. Financial control and general administration are very good. The school benefits from the expertise of a bursar employed through the local education authority. She provides good advice to the governors at the end of each month and prior to any monies being received. This allows them to work on different financial models prior to a final budget being prepared. A wide range of grants has been obtained and these have helped improve the overall provision of the school. The office support for the school is friendly and professional. Care is taken by both secretaries to ensure that the routine administration does not impede teaching and learning.

62. Overall the social and economic circumstances of pupils and their ability on entering the school is at an average level. Overall attainment on leaving the school is also at an average level. Children's attitudes and behaviour are generally good, as is their personal development. The quality of teaching and the ethos of the school are good and many important areas identified in the last report have been addressed despite the present standards in information technology. The school shows that it has a good capacity to improve further. Taking all these factors into account, including the slightly below average expenditure per pupil, the school gives good value for money.

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

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

63. The personal and social development of children is good. Regular routines and clear guidance from adults are instrumental in establishing a secure and purposeful environment for the children. They have settled quickly into the class routines and are happy in their work. Children work happily on their own as well as in groups. They get on well together, share resources and take turns. The children are interested and fully involve themselves in all the activities provided. They respond well to the quiet, calm atmosphere within the class and behaviour is good. In whole class sessions, most of the children sit quietly and listen and answer questions politely. Their concentration is variable but they persevere to improve their skills and understanding. All children help tidy up at ends of sessions and do so efficiently. They are encouraged to become independent and to make choices.
64. The provision for the development of the children's speaking, listening, reading and writing skills is good. Sessions are planned within the structure of the literacy hour and provide a good balance of whole class, group and individual activities. Children enjoy the whole class sessions and join in with rhymes and songs. They join in with the older children in developing early phonic and reading skills. They enjoy looking at books and talking about the story and illustrations. Under-fives are provided with a range of good quality, well organised books and thoroughly enjoy their many opportunities to read to adults and each other. All children are encouraged to look at books on their own, in small groups and as a class.. Each child has a reading book and reading record to share information with the family. The children are making sound progress in the development of their writing skills. They practise these in a variety of ways. Children are encouraged to extend their language skills through participation in whole class discussion and practical activities, such as role-play. Staff offer frequent opportunities for children to talk with an adult during the various activities.
65. Numeracy skills are developing well and the children make sound progress. Planning for mathematical development is based on the numeracy framework. Mathematical skills are developed through activities that encourage matching, sorting, counting, and comparing numbers. They extend their familiarity with numbers through number rhymes and songs. Children know how to count to 10. They put towers of counters together to distinguish tall and short. The children learn about shapes and know the names of circles and squares, finding examples in everyday life and exploring the shapes in art.
66. The children also make good progress in learning about the world in which they live. Their knowledge and understanding is developed through topics such as "the seaside" and "ourselves". Their work on fruit and vegetables helps them to understand how things grow. They talk about their families and events in their lives, such as birthdays and events that happen on the farms. There are good opportunities for pupils to ask questions about why things happen or how things work. Children study living creatures such as gerbils, plants and trees. They carefully observe changes over time and patterns of growth. In art work, they are able to select materials to make collages illustrating the difference between day-time and night- time. In technology, they are given opportunities to make models from a range of construction apparatus, such as building bricks. The staff make good use of the children's observational skills to develop their knowledge and understanding of science for example in their understanding of human growth. IT is only just developing. The children are starting to use the mouse to dress "Teddy" in appropriate clothes for summer or winter.

67. Children make good progress in all aspects of creative work. Interesting and creative activities are provided and the balance between free activity and teacher directed work is appropriate. They learn to use a variety of media and learn a range of techniques including painting, collage, observational drawing and printing. They demonstrate a steadily developing ability to express what they see, remember and imagine through drawing, painting and model making. The children enjoy music and recognise familiar songs and nursery rhymes. Through role play in the home corner, children spontaneously create and develop their own situations.
68. Children make sound progress in their physical development. They begin to move with increasing control. The under-fives will soon have access to a specially designed garden and play area. There is at present no large wheeled equipment or outdoor climbing apparatus for them to use. Staff make effective use of the hall and playground. They have many opportunities to develop their physical control through the use of tools such as pencils, colouring equipment, scissors, and construction materials. These activities support the development of their good hand and eye co-ordination. Their colouring and writing skills show increasing ability to control fine movements. In lessons, under-fives can follow simple safety rules and use equipment sensibly.
69. The quality of teaching of the under-fives is good in all areas of learning. It is characterised by a secure knowledge and understanding of the needs of early years and of the curriculum to meet those needs. Curriculum planning is good. The management of children and methods and organisation of teaching are good. All staff are committed to providing a high quality education for the children and have high expectations of their behaviour and work. Daily work is planned thoroughly with an appropriate balance of teacher directed and purposeful child initiated activities. Work is well matched to the needs of the differing abilities within the class. Questions are used effectively to extend learning. Excellent relationships and teamwork exist between the teacher and classroom assistants, and adults and children. This has a positive impact on children's achievements and progress. All adults listen with interest to what pupils have to say, and through careful questioning move children forward in their knowledge and understanding. Assessment procedures are good. Pupils' personal, social and intellectual development is assessed shortly after entry to the under-fives class. This information is used to support planning and teaching. The teacher and classroom assistants make careful observations of children. Information from these observations and the half-termly assessments are considered when planning activities to meet the needs of individuals.

69. **ENGLISH, MATHEMATICS AND SCIENCE**

69. **English**

70. The results of the 1998 tests for Key Stage 1 were very high compared to national levels and close to the average in Key Stage 2. The 1999 test results for seven year olds show a slight fall in reading and writing from 1998. For eleven year olds, the 1999 results show an improvement overall, with more pupils reaching the higher level 5 in reading. From lesson observations and scrutiny of pupils' work during the inspection, standards are average and progress is sound at the end of both key stages. Pupils with special educational needs also make satisfactory progress throughout the school.

71. Speaking and listening skills are average overall at the end of both Key Stages. A few pupils are better at speaking than at listening. Pupils make satisfactory progress. Many enter the school with poor listening skills and some have a relatively limited vocabulary. The shared text and focused word work of the literacy programme has a positive impact on the standards of speaking and listening skills particularly in Key Stage 1. Story work on “The Shark” in class 2 is a good example of this, when pupils enter into a sensible discussion about rhyming and endings of words. During Key Stage 2, pupils develop their speaking and listening skills through a wide range of activities. For example, in Year 5 pupils discuss effectively a newspaper report on The Titanic. By Year 6 pupils express themselves confidently and use a wider range of vocabulary as they confidently report back to the class during plenary sessions. Pupils’ technical vocabulary also develops satisfactorily in other subjects. For example, Year 6 pupils discuss classification and photosynthesis in science. The after-school drama club provides an excellent opportunity for additional development of speaking skills.
72. Attainment in reading is average overall by the end of both Key Stages but a number of pupils read at better than average levels in each group. Pupils make satisfactory progress. By the end of Key Stage 1 pupils talk confidently about authors, illustrators, titles, non-fiction and fiction books. Throughout the key stage, pupils use a variety of strategies to work out how to say new words. By the end of Key Stage 2, pupils read more difficult texts well, and talk about their likes and dislikes in books. Occasionally, their skills of comprehension do not match their level of reading ability. The pupils heard to read in Year 6 confidently located books in the library. The appropriate reading support given to pupils with special educational needs is helping their progress. Parental support for pupils’ reading at home has a very positive effect on standards.
73. Attainment in writing is average overall. Pupils make satisfactory progress. By the end of Key Stage 1, the majority of pupils form letters correctly but their handwriting is not consistent in style. Most pupils leave a space between words and know when to use capital letters and full stops but they do not make consistent use of this knowledge in their writing. They offer good ideas in complex sentences during oral work and some begin to understand spelling patterns in the past and present tense. Little use is made of information technology in Key Stage 1. In Key Stage 2, pupils benefit from more opportunities to develop their understanding of the use of grammar and many make good use of punctuation and paragraphs in their writing. Pupils write appropriately in different styles. Examples are seen in poems, stories, play scripts and book reviews but many demonstrate a limited use of imaginative language. Progress in the development and understanding of words is improving and is starting to have some impact on creative writing throughout both Key Stages, particularly with the more able pupils. Attainment in writing is hindered by the unnecessary inaccuracies in spelling where commonly used words are often misspelt. Handwriting and presentation are variable throughout the school although there are regular sessions to help improve these.
74. Pupils’ attitudes to learning are overall good, especially in reading. They are good in Key Stage 1 where pupils concentrate well. In Key Stage 2, a few pupils have difficulty concentrating. Relationships with each other and adults throughout the school are good. Pupils co-operate well during shared tasks such as group reading and discussion and pupils enjoy the literacy hour.
75. The quality of teaching is satisfactory overall. It is good in Key Stage 1. At Key Stage 2 it is mainly satisfactory. Teachers plan their lessons well and these are based on the National

Literacy Strategy framework for teaching. In the best lessons in Key Stage 1 teachers identify clear learning objectives in their planning. Resources are well prepared and effectively used. Activities are explained carefully and there are high expectations of both behaviour and work. Frequent reinforcement and good questioning lead to good progress. Resources are used effectively to support learning, as with the use of the overhead projector in Years 3 and 5 to support shared reading. When teaching is less effective, pupils are given less challenging tasks, the pace of the lesson is slow and pupils quickly lose interest, particularly in Key Stage 2 where not all of the teaching ensures higher attaining pupils are constantly challenged.

76. Assessment in English is satisfactory. Reading and writing are assessed each term and a baseline assessment is used to establish the level of attainment of young pupils. The marking at Key Stage 1 is informative to improve standards but marking standards are not always so high in Key Stage 2. Reading records are good. Teachers have improved their own understanding of aspects of grammar and literacy through the successful implementation of the National Literacy Strategy in all classes. The school library is well organised and used appropriately to support the development of English across other subjects of the curriculum. The competent co-ordinator monitors planning and classroom practice. She provides effective support and guidance for colleagues. Resources for the subject have improved since the last inspection.

76. **Mathematics**

77. By the end of Key Stage 1 the majority of pupils are achieving levels in line with national average expectations. This is a similar picture to the last inspection but is a different picture from the 1998 key stage tests. Then the number of pupils achieving the expected level 2 (88%) was above average but the number achieving the higher level 3 (12%) was below average. The figure appears to compare more closely with the 1999 results when 88% of pupils achieved level 2 or above. This is close to the national average. Pupils are able to calculate using their knowledge of numbers up to 20 and can sort and arrange numbers whilst building patterns. They can name some shapes such as cubes and squares and can use money effectively. All of this is as would be expected from pupils at the end of Year 2. There are a number of more able pupils who are already starting to work in more detail on the relationships between numbers and to use their knowledge in different situations.

78. By the end of Key Stage 2 the majority of pupils achieve the standards expected of eleven year olds (level 4) and a small number have an ability above this (level 5). This is an improved picture from the 1998 tests where the numbers reaching both the required level 4 and the higher level 5 were below the national average. As in Key Stage 1 the figures were much improved in the 1999 tests and results were very high. More concentrated and structured teaching has had a good impact on the standards and progress in this subject.

79. Progress both in each key stage and through the school is sound. Pupils build upon their early knowledge especially in the four rules of number and are able to adapt the knowledge they have learnt to new situations. Opportunities are not always given to challenge this thinking at a sufficiently high level and this restricts even better performance. Some lessons have relevant and suitable practical experimentation using number but this tends to rely on low key tasks such as collecting data and drawing a graph. There is little work done on interpreting the data, and thinking about a hypothesis and drawing a conclusion from the figures. In these cases progress, although sound, does not sufficiently challenge those pupils with better ability. Good progress was seen in a Year 5/6 class during a lesson on equivalent fractions. Here the teacher asked searching and challenging questions, which were extended by asking the group to think if

a rule could be made for any fractions. The way this work was undertaken by the group showed how much intense thinking was taking place. The progress of pupils with special educational needs is always satisfactory. Further suitable progress takes place for all pupils when mathematical understanding is developed in subjects such as history, science, design and technology. The use of numeracy throughout the curriculum is good and gives pupils a good understanding about the relevance of their mathematical studies in everyday life.

80. Pupils are willing participants in the lessons. They are quickly ready to start and have the appropriate materials to hand. They settle into discussions well and show enthusiasm to answer questions. They understand the conventions of working within the structure of the class, ask for help and can offer advice to others. A noticeable feature is the amount of concentration in classes especially in Key Stage 2. A very small number of pupils in each class quickly become bored with repetitive tasks such as those in commercial workbooks. Sometimes they interrupt other pupils and stop them from carrying out their own work. In these cases the response is unsatisfactory. Work is nearly always presented well although there are variations in using the agreed systems such as the use of rulers. Homework is carried out conscientiously.

81. Teaching is good overall. The teachers have adapted well to the introduction of the numeracy strategy and format their lessons in accordance with the guidelines. Lessons are planned carefully ensuring that all pupils are aware of the purpose and intention within individual lessons. Teachers' knowledge of what pupils should be able to do is generally satisfactory although there is some lack of expectation about achieving even higher standards in Key Stage 1. It is particularly good with the older pupils in Key Stage 2. This is because a group of pupils have been identified and targeted in Year 5 to achieve level 6 by the end of Key Stage 2. The work given to them has to be at a high level to ensure this target is achieved. The pace of all mathematics lessons in the school is good. Appropriate timings are given for discussion, written work or experimentation and these are followed with a further discussion to move the learning on further. Teachers are able to manage the pupils well. They have a good understanding of the various needs and deal with possible disputes quickly and effectively. Marking of work is very variable. In many cases it relies too heavily on ticks without suggesting improvement. In a few cases in Key Stage 2 work is not marked sufficiently stringently and this does not help pupils improve or allow the teacher to gauge the improvement and progress that pupils have made. Other assessment is at an early stage of development although teachers do know the capability of individuals. A system of self-assessment is presently being trialled but this has yet to be evaluated for its effectiveness. Informal assessment is effective in the final discussions that take place but this information is not collated or related to the ongoing building of knowledge by pupils.

82. The curriculum meets the requirements of the National Curriculum and is formed around a successful framework. Assessment sheets are used to keep records and help to provide information for the annual reports. Teachers have a good understanding of the need to provide appropriate work and the grouping system ensures that this happens. It is particularly effective in Year 2/3 where there are groups that are changed regularly in light of any better progress by individual pupils. The newly appointed and experienced co-ordinator has begun to assess the effectiveness of the present provision but has not yet monitored lessons or been able to gather a knowledgeable view about the teaching taking place within the school. Consequently the variability of progress within the school has not yet been judged. However, other teachers use the co-ordinator's expertise to gather advice and suggestions. Resources are adequate and have been altered in light of the new requirements for the subject. These are due to be audited in the near future. Teachers make good use of the classroom assistants to support pupils with special needs.

82.

Science

83. Results have improved since 1998. In 1999 pupils reached above average levels at the end of Key Stage 1 and at the end of Key Stage 2 when compared to national figures. From lesson observations and scrutiny of pupils' work during the inspection, standards at the end of both key stages are average.
84. The overall progress made through the Key Stages is satisfactory. However there is some good progress in both Key Stages. For example, good progress was observed in Year 1 as pupils investigate their growth from a baby. They were able to come to the conclusion that the oldest in the class was not the tallest. Satisfactory progress was seen in the Year 2 class on work identifying objects through their senses. This they found exciting, but they channelled their excitement successfully and completed a significant amount of work. Year 4 pupils used their mathematical skills to produce a graph showing their results on investigations of the different parts of the body. They are beginning to use the Internet for information on muscles. Year 5 pupils recorded their findings on pulse rates devising their own recording system. Good progress is being made in Year 6 in their understanding of food chains. All pupils can explain a food chain clearly and choose good examples to illustrate their understanding.
85. Boys and girls undertake science activities with similar enthusiasm. Pupils' attitudes to science are good. They are interested in their lessons and well motivated if the work is challenging. Pupils work well together and independently. They listen carefully to each other and to their teacher. They are keen to answer questions and put forward their ideas. When set homework they respond enthusiastically. When pupils do not respond well, as in a Year 3 lesson on healthy eating, their behaviour is poor and this results in a loss of concentration and lack of progress.
86. There is a range in the quality of teaching from good to unsatisfactory. The majority is satisfactory in both key stages. Good teaching in Year 1 ensures that pupils acquire the knowledge, understanding and skills to tackle the National Curriculum. All teachers have a secure command of the subject. When teaching is good, clear explanations and good questioning techniques are used, expectations are high and extension work is planned. Pupils do not waste time colouring in. When teaching is unsatisfactory there is too much inactivity for the pupils and the pace is slow. The relative weaknesses in the teaching relate mostly to the lack of pace and few tasks to extend the more able.
87. The school has started to follow the new National Curriculum guidelines ensuring progress throughout the school. The co-ordinator is knowledgeable, enthusiastic and energetic. He has a clear view of the future development of the subject. He monitors work and teachers' plans each half term. Samples of pupils' past work are moderated and assessment procedures are good. They are analysed to inform planning. There has been very little recent in-service training for science. The school has recently purchased new books for the library and CD ROMS. At present IT is not used sufficiently for recording and analysing data and the resources are adequate but in need of updating. The co-ordinator is aware of the need to upgrade the practical equipment. The environmental area is well used. The efficient and effective deployment of classroom support staff helps raise standards across the school.

87. **OTHER SUBJECTS OR COURSES**

87.

Information technology

88. Standards at the end of both key stages are below the national expectation. The majority of pupils start school with some technical ability. This ranges from switching on radios and tape recorders to playing games on computers. There has been a major development of information technology within the school in the past eighteen months but this has yet to have an impact in addressing all the strands of the curriculum. Consequently progress is also unsatisfactory. There has been a deterioration in the standards since the last inspection although, with the amount of investment and the higher profile of the subject within the school, standards have the capacity to improve quickly.
89. By the end of Key Stage 1 pupils are able to use the keyboard to type in simple sentences. They can manipulate the mouse to make changes and show some confidence in using the programs. These are generally at a level that might be expected. However they have very little experience of collecting and interpreting data or in programming toys and robots. From the discussions with pupils it is clear that they have very few opportunities to use a computer or other equipment on a regular basis. These two factors contribute to the unsatisfactory overall progress of pupils.
90. Whilst a number of pupils have the opportunity to use more advanced programs at home, the school does not provide the full curriculum for Key Stage 2. The co-ordinator is in the process of establishing the ability of a number of pupils to enable small well-informed groups to pass on their expertise. However, the majority of all pupils can use the keyboard confidently, are able to type in their work but are not used to saving or retrieving it. During the inspection various programs were seen in use. These included a data-collecting program that was being used to gather information about pets, information being used in an English lesson from computer encyclopaedias and the use of the Internet. However, a significant number of pupils have not spent sufficient time on computers this term and there is, as yet, no coherent plan which links the development of the specific skills in IT into other subjects. Therefore, progress in this key stage is also unsatisfactory.
91. The attitudes of the pupils are good. There are high levels of interest and concentration for extended periods. Small groups are particularly good at sharing the equipment and taking turns. They listen carefully to the teacher and are keen to contribute during discussions. Teachers help the process of personal development by ensuring that the groups have a range of ability and are able to work together.
92. In the small number of individual lessons seen during the inspection teaching was satisfactory as was progress. However not all teachers are competent users of the machines nor do they have confidence in being able to deliver all aspects of the curriculum. This has a negative effect on the progress that pupils make over time. In the best cases teachers are well prepared, know what they are trying to achieve and make good links to other subjects. An example of this was seen in a Year 4 science lesson. The teacher was using a program to demonstrate the interaction of food chains. A small group used the game simulation and then the whole class were drawn together to discuss the findings. This gave the pupils an opportunity to see how a computer could help find information. In other cases the use of the computers was restricted by

a lack of knowledge about what software could be used and a lack of understanding of the level of expertise of the pupils.

93. Despite the many shortcomings in the present provision the school now has a good four year plan which is being implemented. This has involved the purchase of modern equipment including a range of software that is able to provide for all the requirements of the programmes of study. Teachers are being trained in its use and this will ensure there is a more comprehensive development within classrooms. The present scheme of work does not identify all the areas of the curriculum especially at Key Stage 2 nor does it indicate how the new skills are to be developed each year. There are procedures in place to identify the levels of ability but no assessment of work to establish the progress that is made at school. This should be rectified as a matter of urgency.
94. The co-ordinator has correctly identified the many shortcomings and has started to address the issues. He is ably assisted by a part time technical support manager and a newly appointed and highly trained IT governor. The number of computers is above the national average and there is a good range of software on the machines. As yet, the classteachers are not sure how all the programs work but this is rapidly being addressed through personal training sessions.
94. **Religious education**
95. Pupils are satisfactorily meeting the learning objectives of the local Agreed Syllabus at both Key Stages. Throughout the school, pupils show a growing knowledge of some of the important elements of religious tradition and belief. The school takes part in the Barnabas award, a celebration of spiritual development sponsored by the “Churches together” in Cornwall. They have recently received an award for their excellence in spirituality. Year 2 pupils are making good progress in their knowledge of Bible stories. They are able to discuss, for instance, the Christian and moral message in the story of Jesus and Zachariah. They explain how they would try to look after people they don’t like. Year 4 pupils research and present details of tradition associated with Judaism, Islam, Sikhism and Buddhism. Through this study of religion, the pupils develop an understanding of how people’s beliefs and faiths can influence their lives.
96. Progress is satisfactory in both key stages. In lessons and assemblies, which also contribute to learning in religious education, the pupils are attentive and respond well. Younger pupils are interested in the lessons and share their thoughts about the story. Older pupils are enthusiastic and eager to participate in discussions. Pupils throughout the school display respectful attitudes towards different beliefs and religious practices. Overall, there was limited evidence of written work of any length in samples of pupils’ previous work.
97. In the few lessons seen, the quality of teaching was good. Very good use is made of searching questions to assess pupils’ understanding. Lessons are well planned and well linked to the scheme of work and to the requirements of the agreed syllabus. Teachers identify in their planning what they expect the pupils to learn. Lessons contributed effectively to pupils’ spiritual, moral, social and cultural development.
98. The subject is well managed. Resources have improved. The school now has a good selection of bibles, artefacts and religious books. Good use is made of visits to local places of worship and of visitors from different faiths to widen and enrich pupils’ experiences.

98.

Art

99. Pupils make good progress in art at both Key Stages. By the time they leave the school, the quality of pupils' skills, knowledge and understanding in art is well developed. Pupils' skills, techniques and understanding of the visual elements have been systematically developed as they move through the school. The wide range of imaginative and colourful painting and collage work, displayed in classrooms and around the school, celebrates pupils' achievements and demonstrates the improvement since the last inspection. At present, the whole school follows a special topic. From January 2000, the school will introduce the new national guidelines.
100. Sketchbooks are used well and pupils learn from, and improve earlier efforts. The youngest pupils mix colours successfully, and build on and develop this skill as they move through the school. The whole school entered the Ludgvan horticultural show. The winning pictures, particularly the Year 2 paintings of fish, demonstrate the good development of observational skills and knowledge of colour mixing. Following their visit to James Turrell's construction of a skyspace in metal, the Year 6 pupils used viewfinders to produce realistic and dramatic pictures of St. Michael's Mount at night. The overall high quality of this work illustrates their understanding of the light and dark topic.
101. Pupils make good progress because the school provides a rich and varied curriculum, which enables them to investigate a wide range of techniques and media. As a result, pupils' confidence and skills develop steadily. The good use made of visits to art galleries and the local artistic community extends their understanding and knowledge of all aspects of art. One of the school's patrons this year is a sculptor who will help guide the children in this work.
102. The pupils' response to art is good. They listen carefully to instructions and try hard to comply with them. Both in lessons and in discussions, pupils are enthusiastic and confident. When given the opportunity to display imagination and creativity they respond very positively.
103. Overall, the quality of teaching is good, resulting in the pupils making good progress. Teachers successfully promote pupils' creativity and confidence, and skills are well taught. Good quality resources are methodically prepared and used to good effect in well-organised lessons. Teachers remind pupils about different techniques and explain tasks clearly. Good use of classroom assistants support the pupils' learning.
104. The co-ordinator is giving conscientious and enthusiastic leadership. She is monitoring standards and considering resources and training needs. Information and communication technology is only just beginning to be developed and there is very little evidence of it being used. The popular art club contributes well to the curriculum. Art makes a very positive contribution to the pupils' spiritual and cultural development, for instance through the very young children becoming excited at mixing new colours and by the response of the older pupils to visiting a local artist.
- 104.

104. **Design and technology**

105. Few design and technology lessons could be observed during the inspection but in these the progress was good and the evidence from planning, displays, photographs and samples of work indicates that progress over time is never less than satisfactory.

106. The Year 3 pupils take seriously the investigation of the designs of different packages and applying their understanding of the design process to the task of designing a money bag. They consider their plans and whether they fit the intended purpose and how to improve designs. They understand the importance of accurate information given on a package. In both the Year 3 and Year 4 classes the practical work makes a good contribution to their numeracy skills through measuring. The work by Year 6 pupils studying movable toys is making a good contribution to literacy skills through discussion and recording of their work.

107. Pupils' response to this subject is good. They enjoy design and technology work and respond well to the challenges of the different projects. They are enthusiastic about their products and explain what they are trying to achieve. Pupils of all abilities are involved in lessons and enjoy the practical aspect.

108. The teaching is good and lessons are organised and well planned. The co-ordinator monitors work in design and technology and provides good support and guidance for her colleagues. The school is following the newly introduced national guidelines that provide for the progressive development of key skills across the school. The school has enough resources to deliver these although not enough use is made of IT to develop quicker modelling and calculations.

108.

108. **History and Geography**

108.

109. Topics are undertaken in termly units and provide a suitable balance of experiences across a number of subjects. Consequently, few lessons were observed in history and none in geography during the inspection although from the scrutiny of previous work through photographs, written documentation and discussions with the pupils the progress through the school is satisfactory. There has been an improvement since the last inspection especially in the better use of more detailed and extended pieces of written work.

110. The Year 2 pupils understand the relevance of the past for instance through comparing different buildings, types of transport and the use of land. They can put pictures in sequence and explain why have done so. In talking to Year 6 pupils they were able to describe a range of work that they have undertaken over a number of years which also included some historical and geographical fieldwork. In their lesson on 'The Greeks' they were able to discuss factual knowledge well including using some very difficult names and tried to gather this information together to come to a previously proposed hypothesis. One Year 3 group was witnessed undertaking an 'archaeological dig' in a sand tray. They carefully exposed the hidden artefact and tried to explain its significance through pictures. They could also explain why this artefact was buried and in basic terms why it had been preserved and needed to be uncovered carefully.

111. Pupils are keen to participate in lessons and are able to talk freely. They draw on previous

knowledge such as their understanding of ancient cultures such as the Greeks and use this to discuss the work they are presently undertaking. During written or information gathering tasks they work conscientiously and generally presentation is good.

112. Too little teaching was seen in these subjects to make an overall judgement on the quality. Teachers plan effectively using a two year topic cycle for history and geography. Since September 1999 these have been based on the recently introduced national guidelines. This approach has ensured that pupils receive a balance of work in different areas which progressively and effectively builds upon their previous knowledge and maturity. In Key Stage 2 all the lessons take place at the same time. By using an additional teacher the school are able to divide each class into year groups and can plan work more closely. It particularly ensures that pupils do not cover the same ground twice. Lessons provide a balance between information gathering, the development of knowledge, enquiry and research. Some fieldwork is undertaken through visits and visitors. The school has started to use computer encyclopaedias for this purpose. At present, however, pupils are finding out more of this information from home than at school. Work is generally marked regularly but this is of variable quality. In the best cases it provides good comments that help the pupils improve but there are too many cases where it only praises the presentation or overall amount and does not indicate where historical understanding can be moved forward. Assessment through discussions and questioning is good.
113. Resources for the subjects are satisfactory and are supplemented by library loan books, a recently introduced range of computer software and some artefacts provided both by the school and by parents. Links are made with the community through the patron system and by local historians. The subject co-ordinator undertakes responsibility for the humanities subjects and has provided a balanced programme of topics that include both history and geography and has ensured that good links are also made to other subjects when direct history or geography teaching is not taking place.

113.

Music

113. For this term only the school is following its own planning linked to topics whilst it awaits the national planning guidance due in December. These topics include the use of a radio or television programme and appreciation of music through the effect of emotion. This is proving effective so that progress for the majority of pupils is sound. All pupils are encouraged to participate and some of the searching questions indicate that some pupils make good progress. Younger pupils can recognise high and low sounds and can sing simple melodies. Older pupils can talk about their reaction to a piece of classical music and explain their preferences. They are able to sing in unison and during assemblies demonstrated their knowledge of some hymns. Pupils have an opportunity to play tuned and untuned instruments such as recorders and percussion. There are also clubs for learning electronic keyboards that have to be paid for by parents. A number of pupils are progressing well in these lessons. The school participates in local festivals and provides choirs for local events.
114. Pupils join in with singing sessions and there is evidence that larger performances such as at Christmas are well attended. The school puts on some musical productions that the pupils talk about with enthusiasm. Pupils respond well in lessons. Individuals are willing to talk about their knowledge and when given associated homework the majority complete it carefully.

115. The subject is in a state of transition and during the inspection did not have a high profile. However, in discussion with pupils they talked about the range of experiences they are given over the year and this, in conjunction with the lessons seen, indicates that teaching is satisfactory. There are planned opportunities for music making and appreciation and these link well to other subjects. Teachers have suitable knowledge of the subject at the level they are teaching it and are able to develop the pupils' understanding through the opportunities that are given. Behaviour in lessons is good and work moves at a good pace. The school has a range of instruments although none of these were seen being used during the inspection. The co-ordinator has a qualification in music, as does another member of staff. This provides a suitable range of expertise for other less experienced teachers. One of the new governors and patron is also a professional musician and is beginning to plan various opportunities that will add to the curriculum provided.

116. **Physical education**

116. The progress of pupils in physical education is sound throughout both key stages. It is, at present, based on the local education authority's guidance but will be updated from January 2000 to follow the national guidelines. The requirement for pupils to swim 25 metres by the end of Year 6 is addressed through regular sessions at a local pool. There are also regular opportunities to practice games and gymnastics skills, build dramatic sequences and to undertake adventurous activities during visits and in the local area. The school has a number of teams that play local matches. These have had some success including winning a local cricket tournament.

117. Pupils are enthusiastic competitors and have high energy levels. All are changed into the correct clothes for their lessons and understand the necessity to follow safety guidelines during warm-ups and practical activities. They work well together and support and challenge each other when they are building gymnastic sequences. A good number of pupils are keen to participate in the after-school clubs. Where pupils have physical difficulties they are supported and integrated well.

118. Only a small number of lessons were seen during the inspection and in these the teaching was good. Teachers use personal demonstration as well as asking pupils to show what they have done. This allows for improvement in performances. Health and safety aspects are highlighted such as how to avoid others when running in an enclosed space and the need to warm up muscles before starting any energetic activity. Lessons are planned with the support of a good commercial scheme and resources are ready at hand when needed. A number of teachers encourage participation by running the after-school clubs on a regular basis. At one of these a football training session had to be abandoned because of bad weather. The teacher arranged for a video to be shown to the group, thus keeping up the continuity of the weekly club. The time allocated during the school week is suitable and there is a varied set of activities included in each term.

119. The recently appointed co-ordinator is very well qualified as well as being a competitive sportsman. There are plans to further improve the subject although these have yet to be implemented. Little work has yet been undertaken to audit the effectiveness of the subject during lesson time. The provision is enhanced through the house teams whose aim is to promote competition and healthy interaction.

120. **PART C: INSPECTION DATA**

120. **SUMMARY OF INSPECTION EVIDENCE**

120. A team of three inspectors carried out the inspection. During the inspection, they met twice daily to review the evidence, discuss the progress of the inspection and to reach decisions as the week progressed. The registered inspector met with the headteacher each morning to update him on the progress of the inspection.

The team:

- Spent just over 33 hours observing 34 lessons or parts of lessons, 6 registrations, and a number of extra-curricular activities as well as interviewing pupils.
- Observed all teachers on a number of occasions.
- Observed all subjects of the National Curriculum or interviewed pupils in these subjects although lesson observations in geography were limited.
- Held discussions with the headteacher, all members of the teaching staff, some members of the non-teaching staff, the Chair of Governors and other members of the governing body.
- Scrutinised all the written work from a representative sample of pupils covering the full ability range from each year group. Work was also examined during lesson observations.
- Heard 22 pupils reading and held informal discussions with many pupils, both in lessons and around the school.
- Analysed the documentation provided by the school both before and during the inspection. This included the school's mission statement and aims, the school development plan, the prospectus, an analysis of the school budget, a range of policy documents, teachers' plans, records kept on pupils and attendance registers.
- Held a meeting attended by 12 parents to hear their views on the life and work of the school and analysed 45 responses to a questionnaire about their opinions of the school which was distributed by the school.

- **DATA AND INDICATORS**

- **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	136	9	46	9

- **Teachers and classes**

- **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	6.3
Number of pupils per qualified teacher:	21.9

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

Total number of education support staff:	6
Total aggregate hours worked each week:	58.5
Average class size:	27.6

· **Financial data**

Financial year:	1998
	£
Total Income	261718
Total Expenditure	249986
Expenditure per pupil	1552.71
Balance brought forward from previous year	25393
Balance carried forward to next year	37125

PARENTAL SURVEY

Number of questionnaires sent out: 106
 Number of questionnaires returned: 45

Responses (percentage of answers in each category have been rounded up to whole numbers):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	20	69	4	4	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	40	38	4	18	0
The school handles complaints from parents well	22	22	31	20	2
The school gives me a clear understanding of what is taught	24	33	20	20	2
The school keeps me well informed about my child(ren)'s progress	22	38	18	18	4
The school enables my child(ren) to achieve a good standard of work	27	49	7	16	2
The school encourages children to get involved in more than just their daily lessons	31	47	20	2	0
I am satisfied with the work that my child(ren) is/are expected to do at home	18	40	16	18	7
The school's values and attitudes have a positive effect on my child(ren)	36	44	9	9	2
The school achieves high standards of good behaviour	29	49	11	9	2
My child(ren) like(s) school	49	38	2	4	4

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