

INSPECTION REPORT

PELYNT SCHOOL

Looe

LEA area: Cornwall

Unique Reference Number: 111976

Headteacher: Mr Lloyd Sluman

Reporting inspector: Mrs Kay Cornish
21080

Dates of inspection: 27 – 30 September 1999

Under OFSTED contract number: 707107

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

Type of control: County

Age range of pupils: 4 – 11 years

Gender of pupils: Mixed

School address: Pelynt
Looe
Cornwall
PL13 2LG

Telephone number: 01503 220262

Appropriate authority: Governing Body

Name of Chair of Governors: Mrs S Morrell-Davies

Date of previous inspection: January 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
K Cornish Rgl	English Design and technology Art Music Religious education Under-fives	Attainment and progress Attitudes, behaviour and personal development Teaching Spiritual, moral, social and cultural development Leadership and management Efficiency Attendance
S Benjamin Lay Inspector	Equal opportunities	Support, guidance and pupils' welfare Partnership with parents and the community Curriculum and assessment
B Arnold	Mathematics Science Information technology History Geography Special educational needs	Staffing, accommodation and learning resources

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MAIN FINDINGS

What the school does well

- The headteacher leads the school with enthusiasm and has an excellent grasp of the school's needs.
- The highly committed governing body is excellent at fulfilling its role.
- In seven out of ten lessons, teaching is good or better.
- The school ensures the good progress overall of most pupils in the majority of subjects.
- There are high standards of attainment at Key Stage 2.
- There are high standards in design and technology and art throughout both key stages.
- Pupils' attitudes and relationships are often very good.
- All of the talented and hard-working staff work well as a team and give good support.
- Partnership with the parents is good and there is excellent enrichment through links with the community.
- The school's financial management and daily administration are of a high standard.

Where the school has weaknesses

- I. Pupils' experiences of information technology are narrow in range and standards are below expected levels at both key stages.
- II. At Key Stage 1, standards in writing and the use of phonic strategies are insufficiently developed and are below expected levels.

This is a school that promotes successfully a good standard of education. The strengths identified far exceed the weaknesses. Nevertheless, these weaknesses will form the basis of an action plan to be prepared by the governors and issued to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

The school has made significant progress in the key issues and other matters arising for the previous report, apart from standards attained in information technology. The school development plan is now a strength and is sharply focused with cost implications. Standards have been maintained and improved in certain subjects. There have been staff changes and good support given to improve teaching. Teaching is now a strength of the school. Parents are well informed of actions taken about the curriculum.

Standards in subjects

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

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

The small size of each cohort of below ten in number of pupils, makes comparison of test results invalid. However, there is a clear trend over time that shows good improvement at Key Stage 2 in standards achieved. Although improvement at Key Stage 1, up to now, is not as good as Key Stage 2, overall satisfactory improvement is evident. This is confirmed by the results of the 1999 National Curriculum assessments and inspectors' judgements.

Attainment on entry is below the standards expected nationally for the age group. Most children do not attain the Desirable Learning Outcomes by the time they begin their formal schooling in the term in which they are five. Children under five make satisfactory progress in the reception class due to the good support they now receive. Pupils make satisfactory progress in Key Stage 1, except in information technology and in improving their writing skills. They make very good progress in art and design and technology. Progress at Key Stage 2 is overall good. Pupils make very good progress in mathematics, art and design and technology, but unsatisfactory progress in information technology and in the use of phonic strategies.

Results of the 1999 National Curriculum tests at both key stages show a dramatic rise in pupils' attainment, apart from mathematics at Key Stage 1 where standards dropped. The present attainment of pupils in the autumn term 1999, shows standards in line to meet National Curriculum levels by the end of Key Stage 1 in reading, mathematics and science. Standards in writing are below the levels expected and phonic strategies are underdeveloped. Standards in information technology are below the nationally expected levels. There are high standards in art and design and technology. Present pupils at the end of Key Stage 2, in English, are in line with the national averages. Their attainment is well above national averages in mathematics and above the national averages for science. Standards in information technology are below the expected national levels. There are better standards at Key Stage 2 in geography and history and high standards, well above expected levels throughout in Key Stage 2 in art and design and technology. Attainment in religious education, by the end of both key stages, is in line with the expectations of the locally agreed syllabus.

· **Quality of teaching**

· Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Satisfactory	Good	Very good
Mathematics	Satisfactory	Satisfactory	Very good
Science		Good	Good
Information technology		No teaching observed	No teaching observed
Religious education		Satisfactory	Satisfactory
Other subjects		Good	Good

The teaching in seven out of ten lessons observed was good or better. Teaching in two out of ten lessons was judged to be very good. There was no unsatisfactory teaching seen. No teaching was observed in information technology. Very good teaching was seen throughout all age groups. Teaching was predominantly of a high standard at Key Stage 2 and in art and design and technology throughout the school.

There are weaknesses in the teaching of phonic strategies to help pupils read and spell. The overall good teaching contributes significantly to the higher standards of pupils in mathematics and science at Key Stage 2 and in art and design and technology throughout the school.

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

Other aspects of the school

Aspect	Comment
Behaviour	Good in lessons, in the playground and throughout the school.
Attendance	Good. Pupils are punctual and systems are in place for pupils to come to school on time.
Ethos*	Very good. Pupils are well motivated, interested and responsive. Relationships are caring at all levels throughout the school. There is a firm commitment to raising standards.
Leadership and management	The dedicated and hard-working headteacher gives clear educational direction. He is well supported by an enthusiastic and talented staff. The governing body is excellent at strategic planning and supporting the school.
Curriculum	Satisfactory. Provides progression and includes opportunities for investigative work. Satisfactory for the under-fives. Planning for information technology across the school and writing in Key Stage 1 is unsatisfactory. Curriculum enhanced by wide range of extra-curricular activities.
Provision for special educational needs	Provision for pupils with special educational needs is satisfactory.
Spiritual, moral, social & cultural development	Overall provision for spiritual, moral, social and cultural development is good. Provision for social development is very good. For moral development it is good and for spiritual and cultural development it is satisfactory.
Staffing, resources and accommodation	Satisfactory overall. Adequacy of accommodation is good. However, it is unsatisfactory in the library area which is cramped and shared with the information technology suite and includes access to the children's toilets.
Value for money	The school gives good value for money. The costs of running the school are below the national median costs in the main. Most pupils begin school with below the expected levels of attainment. They are provided with a good quality of teaching, which ensures good progress overall by the time they leave the school.

**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

- III. Community spirit.
- IV. New building extension.
- V. Behaviour of pupils.
- VI. Small size of classes.

What some parents are not happy about

- VII. Lack of communication.
- VIII. Cancelling of after-school activities with no
- IX. One parent did not agree with his child using the mild from receiving direct teaching for other subjects.
- X. Lack of a systematic approach to homework.
- XI. A minority of parents are not happy about the

The inspection team agreed with the parents' positive views of the school. Inspectors found that:

- The complaint about lack of communication for parents is not justified. Parents are given information of sufficient quality and quantity.
- After-school activities had to be cancelled on some occasions in view of inclement weather conditions. No child had been released from school without an adult.

- The implementation of new technology, such as the Internet, does not detract from direct teaching. All pupils are present in direct teaching sessions for all other subjects.
- A more systematic approach to homework has recently been introduced, with the implementation of new home/school diaries from the autumn 1999 term.
- Inspectors concluded that the complaints procedures which the school implements are appropriate.

§ **KEY ISSUES FOR ACTION**

The headteacher, staff and governing body, in conjunction with the local education authority, should:

- Raise pupils' standards in information technology and meet the statutory requirements for the National Curriculum by:
 - teaching the subject sufficiently during each week;
 - closely following the good scheme of work;
 - at Key Stage 1 developing further the use of text and art and ensuring consistency in the use of data, control and modelling;
 - at Key Stage 2, developing the use of text, graphics and sound and providing experiences in data handling, control, modelling of the environment;
 - at both key stages improving quantity and quality of the software available.

(Refer to paragraphs: 12, 18, 19, 20, 23, 24, 34, 43, 66, 70, 71, 81, 82, 122, 137-141, 143, 144, 145).

- Raise pupils' standards in writing at Key Stage 1 by:
 - enlarging their spoken and written vocabulary through encouraging discussion and using picture dictionaries frequently;
 - encouraging the correct formation and joining of letters through regular lessons in handwriting and good presentation;
 - ensuring systematic use of phonic strategies by teaching these daily;
 - increasing fluency in forming sentences through frequent opportunities for pupils to write down their own thoughts and extend simple sentences into compound sentences and by using connectives confidently.

(Refer to paragraphs: 12, 13, 23, 24, 35, 36, 39, 70, 91, 101, 104, 105, 106, 109, 110, 114).

In addition to the above key issues, the following less important needs (with their corresponding paragraph reference numbers) should be considered in the action plan:

- ensure targets in the individual education plans for pupils with special educational needs are specific and detailed; (Paragraphs 24, 46)
- ensure that the library and computer suites are more suitably located; (Paragraphs 66, 70, 81, 115, 144)
- ensure that the under-fives outdoor area for constructive and directed play is improved; (Paragraphs 66, 70, 88, 98)
- ensure that pupils are better informed about the cultural beliefs of minority groups within the

United Kingdom. (Paragraphs 21, 55).

§ INTRODUCTION

§ Characteristics of the school

1. Pelynt School was founded in 1882. The school, for 64 boys and girls aged four to 11, has been re-housed in newly built accommodation on a very attractive site central to the village of Pelynt. Pupils attend from neighbouring villages and come from a variety of social backgrounds. Pupils are encouraged to wear school uniform. The majority of pupils attend Looe Community School when they leave at the end of Year 6.
2. The number of pupils on roll is smaller than the national average. Boys and girls are almost equal in number. Six children attend the reception class part-time for afternoons only. They are scheduled to begin full-time education at the start of the school term in which they will be five years of age. Eighteen per cent of pupils are entitled to free school meals, which is below the national average. There are no pupils who come from homes where English is not the main language. The number of pupils on the school's register of special educational needs is 15, which at 23 per cent, is above the national average. No pupils have a Statement of Special Educational Need, which is below the national average. The average class size in the school is 21, below the average nationally. No pupils have been excluded in the recent academic year. The area has high levels of economic and social deprivation and most children enter the reception class with attainment levels below those expected for their age, although some children are above the national expected levels. The majority of children do not attain the Desirable Learning Outcomes by the age of five.
3. The school was first inspected in January 1996. Since then, the headteacher and governing body have appointed a completely new staff. The school's broad aims are to ensure a happy, stimulating environment to develop lively, enquiring minds and the learning of essential skills to attain full potential. The school also aims to develop moral values and toleration of diverse religions and peoples, as well as an appreciation of the human achievements in the arts and science. Targets for the future are:
 - To implement fully the new numeracy strategy.
 - To provide additional building to accommodate:
 - a nursery for under-fives;
 - a community youth room and homework centre;
 - a computer technology suite;
 - a library.
1. Pelynt School is justifiably proud of its overall facilities for the number of pupils, for example, its large playing field, environmental area and spacious hall. The school takes pride in its community involvement, of the support of its governors and parents and of the Friends of Pelynt School Association.

4. **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
		99(98)	3 (8)	6 (2)	9 (10)
4. National Curriculum Test/Task Results		Reading	Writing	Mathematics	
Total pupils at NC Level 2 or above	Total	7 (6)	7 (6)	7 (9)	
Percentage at NC Level 2 or above	School	78 (60)	78 (60)	78 (90)	
	National	82 (80)	83 (81)	87 (84)	
4. Teacher Assessments		English	Mathematics	Science	
Total pupils at NC Level 2 or above	Total	7 (7)	7 (7)	7 (6)	
Percentage at NC Level 2 or above	School	78 (70)	78 (70)	78 (60)	
	National	82 (81)	86 (85)	87 (86)	

* The small size of the cohort of pupils makes year-on-year comparisons of data invalid

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Attainment* at Key Stage 2²

Number of registered pupils in final year of Key Stage 2 for latest reporting year:	Year	Boys	Girls	Total
	99 (98)	4(6)	4(2)	8(8)

1 National Curriculum Test Results		English	Mathematics	Science
Total pupils at NC Level 4 or above	Total	6 (3)	7 (2)	7 (3)
Percentage at NC Level 4 or above	School National	75 (38) 70 (65)	88 (25) 69 (59)	88 (38) 78 (69)
1 Teacher Assessments		English	Mathematics	Science
Total pupils at NC Level 4 or above	Total	7 (3)	7 (2)	7 (3)
Percentage at NC Level 4 or above	School National	88 (38) 68 (65)	88 (25) 69 (65)	88 (38) 75 (72)

* The small size of the cohort of pupils makes year-on-year comparisons of data invalid

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1 **Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year:	Authorised	School	%
			5
	Absence	National comparative data	5.6
	Unauthorised	School	0
	Absence	National comparative data	0.5

1

1 **Exclusions**

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

1 **Quality of teaching**

Percentage of teaching observed which is:			%
	Very good or better		25
	Satisfactory or better		100
	Less than satisfactory		0

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

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

1 **Attainment and progress**

1. Children attend the reception class part-time until the start of the term in which they are five. Then they attend full-time and begin their studies of the National Curriculum when judged by their teacher to be ready. They begin school with a wide range of attainment. One or two have well-developed skills, but the majority have more limited attainment in all areas of learning for the under-fives and are below national expectations on entry. Children are well supported in the present new set-up and have equal access to all areas of learning through a carefully planned curriculum in the reception class.
2. In the autumn term of 1999, eight pupils began school, six of whom attended part-time and two who attended full-time. Due to the early timing of the inspection in the school's academic year, evidence is closely based on the under-fives' and five-year-olds' work of the previous year, when there was a different team of staff responsible for the age group. Findings are that a very small percentage reaches the nationally agreed Desirable Learning Outcomes for five-year-olds in all areas of learning, apart from creative development, where children attain as expected for their age. Children make satisfactory progress, but the majority does not reach the Desirable Learning Outcomes for attainment in personal and social development, language and literacy, mathematics, knowledge and understanding of the world and physical development. No clear judgement on the attainment of under-fives was made in the previous report, so it is difficult to ascertain whether standards have improved. Caring provision and good relationships have been maintained since the previous inspection.
3. At the end of Key Stage 1, attainment overall is broadly in line with national expectations for the majority of subjects, apart from English and information technology. At the end of Key Stage 2, pupils' overall attainment is above national expectations, apart from information technology and, in English, phonic strategies and spelling.
4. Overall, progress is good from the below national expectations on entry, and the below national expectations of the Desirable Learning Outcomes for the majority of five-year-olds, to the time pupils leave school at age 11. By then, most have reached an average level in the subjects of English. They have reached a well above average level in mathematics by the end of Key Stage 2. Pupils' attainment in science is above national averages at the end of Key Stage 2. Pupils are in line with the expectations of the Cornwall Locally Agreed Syllabus in religious education by the end of both key stages. Standards in information technology are below the national expectations by the end of both key stages. These judgements are based on evidence of the scrutiny of work and of the attainment in the present cohort.
5. The small size of each cohort of below ten in number of pupils makes year-on-year comparison of test results invalid. However, there is a clear trend over time that shows satisfactory overall progress at Key Stage 1 and good improvement in standards at Key Stage 2. Progress from the below national expectations on entry to overall above standards of attainment by the time pupils leave, is good. The National Curriculum test results of 1999 and the views of the inspectors, support these findings.
6. The results of the National Curriculum tests in 1999 at both key stages show a dramatic rise in pupils' attainment overall. Although results in the National Curriculum tests for English in 1999 at the end of Key Stage 1 show standards in reading and writing which were below the national averages, attainment has still risen from being well below the averages in 1998. In mathematics, pupils' attainment in 1999 was broadly in line with national averages and similar to the previous year's results. In 1999, science results at the end of Key Stage 1, were well above the previous year which

were based on a previous teacher's assessments.

7. By the end of Key Stage 2 in 1999, English, mathematics and science results have doubled from the previous year's attainment. In 1999, the proportion of pupils attaining Level 4 or above was 75 per cent. The proportion in mathematics was 88 per cent and in science it was 88 per cent. This shows very good progress between 1998 and 1999. Overall, pupils' performances show positive trends upwards and good progress.
8. The present attainment of pupils in the autumn term 1999, shows standards in line to meet National Curriculum levels by the end of Key Stage 1 in reading, mathematics and science. Standards in writing are below the levels expected and phonic strategies are underdeveloped. Standards in information technology are below the nationally expected levels. There are high standards in art and design and technology. Present pupils at the end of Key Stage 2, in English, are in line with the nationally expected levels. Pupils' attainment at the end of Key Stage 2 in mathematics is well above nationally expected levels and standards in science at the end of Key Stage 2 are above nationally expected levels. Standards in information technology are below the expected national levels. There are better standards at Key Stage 2 in geography and history and high standards, well above expected levels throughout both key stages in art and design and technology. Attainment in religious education, by the end of both key stages, is in line with the expectations of the locally agreed syllabus.
9. In literacy, a significant majority of pupils have satisfactory skills in reading in both key stages. Their understanding of the text shared is good at Key Stage 1. At Key Stage 1, the majority of pupils are able to map out the events of a plot and recall easily a sequence of a story with good awareness of characterization. However, there are significant weaknesses in the use of phonic strategies. At Key Stage 2, most pupils are able to read a wide range of texts, including non-fiction and poetry. Many read accurately with good understanding. Most have appropriate summarising skills and can research books effectively. Writing skills are limited at Key Stage 1, based on the evidence of the previous year, and there is a general lack of fluency. At Key Stage 2, most pupils use an appropriate range of styles and write for different purposes with fluency. The headteacher, governing body and staff have already identified these weaknesses during the implementation of the new literacy strategy in 1998, and new staff have recently taken up post in order to improve pupils' attainment in literacy at Key Stage 1. Therefore, the strategy for literacy is satisfactory and has the potential to have a major impact on standards.
10. In mathematics, pupils' attainment at the end of Key Stage 1 is average. At Key Stage 2 it is well above average. The strategy for implementing the new National Numeracy Strategy, although in its infancy, is proving successful, particularly in the good emphasis on quick mental recall. The strategy for implementing mathematics so far is satisfactory. By the end of Key Stage 1, some pupils recall addition and subtraction facts to 10 and understand place value to 100. Many recognise patterns in number, leading to a limited grasp of the two, five and 10 times tables. They use standard units for length, time and weight, estimating before measuring accurately. Pupils identify half and quarter hours and relate these to digital time displays. They identify both two and three-dimensional shapes and find the correct coins to make a specific amount of money.
11. By the end of Key Stage 2, standards in using and applying mathematics are high. Pupils use and apply their mathematical knowledge and skills in problem-solving and investigative tasks competently. They have good reasoning skills and explain their thinking logically. In number, pupils have an appropriate understanding of the four arithmetical operations and of the concept of place value in whole numbers. They have a quick mental facility and older pupils display a quick recall of multiplication tables. They understand correctly the concept of negative numbers in terms of temperature. Pupils are able to use ratios, percentages, decimals and fractions in practical situations. They understand place value to two decimal places. They investigate and describe number patterns very competently to include factors, multiples and square numbers. By the age of 11, when working on shape, space and measures, pupils are very accurate. They estimate, measure and construct angles and triangles, and explain clearly the properties of two and three-dimensional shapes. They have a secure understanding of capacity and mass.

12. In science, by the end of Key Stage 1, pupils' attainment is in line with the national averages. Pupils have a good understanding of life processes and living things and a satisfactory knowledge of physical processes and of materials and their properties. They have sound skills of scientific enquiry and recognise conditions required for a fair test.
13. By the end of Key Stage 2, pupils' attainment in science is overall above the national averages. More than a third of pupils have standards at Level 5. They have a good knowledge and understanding across all areas of scientific learning and have firmly established skills of scientific enquiry. They have a secure knowledge of many major organs of the human body and a sound understanding of physical phenomena, such as electrical circuits. Pupils have very good knowledge about the effects of friction and levers, having carried out investigations that involved pulleys, levers, ramps and ships. Pupils have reached high standards in their environmental studies, for example, in their detailed and analytical observations of honey bees and plants. Progress in science is good overall throughout both key stages.
14. At the end of both key stages, pupils' attainment in information technology is below national expectations. By the end of Key Stage 1, pupils use the mouse, keyboard to enter text and can print their work. They open files and select from menu options. They are able, with some support, to save text on disk. However, pupils lack skills in using pictures in order to analyse. They lack experience in using models or simulations to explore aspects of real and imaginary situations.
15. By the end of Key Stage 2, pupils use word processing software, entering text and control its style, size and colour as required. Some can input pictures from a picture bank and place them appropriately on screen. They can access CDs to investigate information and use this appropriately for finding out information for work in other subjects. They lack skills in representing and interpreting information and drawing conclusions from statistics and graphs entered by themselves. They are unsure of modelling. That is, in recognising patterns and relationships in the results obtained from simulations, and in predicting the outcomes of different decisions that could be made.
16. The progress pupils make throughout both key stages for information technology is inconsistent and poor. In Key Stage 1, progress is hampered by a lack of suitable software, for example, the absence of any data or modelling programs. In Key Stage 2, the new computers have not been in place long enough for teachers to have developed confidence in their use. The school's planning identifies the sequence of skills pupils are expected to develop to meet the National Curriculum requirements, but this is not yet reflected in classroom practice. The main areas of study, communicating and handling information, controlling, modelling and monitoring, are inconsistently learnt.
17. By the end of both key stages, attainment in religious education is in line with the expectations of the locally agreed syllabus, with some good features. Most pupils have a secure grasp of the content of simple Bible stories. By helping to prepare for Christian festivals throughout the year, pupils know about the devotional elements within religion and have a meaningful knowledge of Christianity. Pupils recall with good memory, their visits to the Jewish synagogue in Plymouth and can talk perceptively about the Torah scroll and the Jewish Sabbath. Pupils explore and respond well to life experiences; their thoughts, prayers and thoughtful poems reflect on people who care for them, on their local environment and how and why they share things. Pupils are less aware of the wider diversity in different religious beliefs of minority groups within the United Kingdom. Overall, opportunities to reflect on spiritual matters are satisfactory.
18. Provision for pupils with special educational needs is satisfactory. Progress for these pupils is generally satisfactory, and some show good progress over time. However, it is difficult to track progress in individual education plans, due to the targets set for these pupils being non-specific.
19. The overall progress of pupils from below the expected levels on entry to school is good. At Key Stage 2, sometimes progress is very good, for example, in mathematics, art and design and technology.

Progress in all subjects is at least satisfactory, apart from writing at Key Stage 2, the use of phonic strategies throughout both key stages and the skills for information technology. There are no significant differences between the attainment and progress of girls and boys presently attending. Progress improves steadily as pupils move through each year group and links closely to the impact of teaching. However, it should be remembered that the staffing has recently changed at Key Stage 1. The impact there on progress is based on evidence from the scrutiny of pupils' work in 1998 to 1999. At Key Stage 1 the management has recently put in place provision for even greater potential progress linked to teaching. The rise in standards this year from previous years is due mainly to the very good leadership and management, the higher standards of teaching and better resourcing in accommodation and equipment.

20. The issues of the previous report on the impact on attainment due to the inconsistency of teaching have, therefore, been rectified. Standards and progress for most subjects are consistently secure throughout each year group. The exceptions are for writing at Key Stage 1 and using phonic strategies for reading and spelling. Another exception is the lack of sufficient progress in the use of information technology throughout. The leadership has already made targets to improve these areas. Such an emerging picture of improvement reflects the hard work expended in moving the school forward since the previous inspection.

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

21. The very good attitudes and relationships, and the good behaviour of pupils and their personal development, are strengths of the school. Pupils with special educational needs display good attitudes and behaviour. They are fully integrated into the life of the school.
22. Pupils' attitudes to learning are very good. Most pupils are highly motivated, interested, and apply themselves well to their lessons. On arrival at school, pupils settle quickly to their tasks. They concentrate well and are enthusiastic about most aspects of learning. An example of this was in an art lesson of upper Key Stage 2 pupils when they were quietly engrossed in their interpretations of the paintings of World War Two artists, John Armstrong and Paul Nash. Pupils shade their drawings with painstaking care.
23. Pupils listen closely to their teachers and to each other, so that the quality of discussion is high. Pupils respond well to adults and to other pupils. In their relationships, pupils are confident, lively and outgoing. Pupils also try very hard with their presentation of recorded work, particularly in science, geography and mathematics. Pupils with special educational needs have formed good attitudes; they enjoy their work and respond well in those situations where they are given sufficient adult support in lessons. Higher attainers enjoy the challenges they are set and often take the lead with positive responsibility.
24. Pupils' behaviour is overall good. They are courteous, clearly know right from wrong, and take very good care of property, both their own and the school's. Pupils handle books and equipment with care. Visitors are greeted warmly and treated with friendly respect. Pupils engage in polite conversation, and exhibit good manners in class and at lunchtime meals. Movements around the school are well structured, orderly and controlled. The behaviour during assemblies is good. On the playground, any minor incidents of disagreement are quickly resolved. No evidence of bullying was observed during the inspection. No pupils have been excluded. There are very good procedures for encouraging positive behaviour. Any past vandalism from outside the school's community is now contained. For example, a tree and willow circle, planted in memory of a deceased parent of a pupil, is given deserved respect.
25. Relationships overall are very good and contribute positively to the ethos of the school. They are mutually constructive and respectful. This has a significant impact on the quality of learning. Each Friday, during assembly, pupils' work and art is shared with all in a celebration of good achievement and examples of caring towards others, and certificates for points gained are awarded. Teachers take

time and care to encourage positive relationships and help pupils to focus on the need to preserve the natural balance and order of the wider environment. Relationships are given a high priority and are seen as special.

26. The personal development of pupils is good. It is fostered by pupils' active participation in daily school routines. Pupils help one another in reading and research, in their investigative work for science, in composing in music and in the many small-group tasks in class. Pupils' ability to sustain concentration when working within group situations is exceptionally good. They enjoy taking responsibilities for duties around the school and take pride in the many tasks they perform as duties, for example, in the outside environmental area, the pond, and with computers and physical education apparatus. A School's Council provides an open forum for discussion about school issues, for example, when it was suggested that the school apply to obtain the services of the 'Ground Force' team to help with outside projects. From Year 2 onwards, each year group votes for one pupil to meet with a member of staff. These year group representatives meet every three weeks during a lunchtime. Pupils sometimes talk about their personal problems to their year group 'counsellor'. Periodically, pupils are asked to assess their own performances, identifying areas that they do well, and suggesting areas for improvement. In addition, pupils give very good support to a range of local and national charities.
27. In the previous inspection report, pupils' behaviour and relationships were reported as good. These have been maintained and even improved upon, with the introduction of a School's Council, and in the way pupils organise and concentrate on their personal studies. The very good attitudes and relationships, and the good behaviour and personal development of pupils contribute significantly to the school's distinctive ethos.

31. **Attendance**

28. Attendance at the school is good. It is above the national average for primary schools. There were no unauthorised absences in the last year, which is better than the national average. The majority of pupils are punctual to lessons, ensuring that there is a prompt start to the beginning of morning and afternoon sessions and no teaching time is lost.
29. There are good formal procedures for identifying and following up absences. The current level of attendance has a positive effect on the attainment and progress of pupils.

33. **QUALITY OF EDUCATION PROVIDED**

33. **Teaching**

30. The quality of teaching is consistently good throughout the school. This is a marked improvement since the previous inspection. Teaching was judged to be good overall. Good teaching was observed in seven out of ten lessons; of these lessons, half were judged to be very good or excellent. There was no unsatisfactory teaching observed. Good teaching was seen throughout all year groups. There was some very good teaching seen in English, science, art, geography, history and physical education. The overall good quality of teaching contributes significantly to pupils' good progress in aspects of these specific subjects. Insufficient teaching of information technology was seen to form a judgement.
31. The quality of teaching for the under-fives in the reception class is mainly satisfactory; it is good for children's personal and social development and their creative development. The adults' knowledge of children's needs at this age is good. Children are encouraged to develop confidence and independence. The balance between teacher-directed tasks, and those tasks that are initiated by the child, is good. Strengths are in the staff's high expectations of the under-fives and in the imaginative encouragement of children's learning. There is appropriate planning for the overall Desirable Learning Outcomes, apart from a lack of emphasis on children's phonic strategies and fluency of

writing skills. However, much of this omission is an inherited problem in children's previous learning before both the new staff began their teaching together in the class this term.

32. At Key Stage 1, teachers have adopted the new literacy strategy effectively and teach it well. Strengths are in the teaching of comprehension and analysis of the text and in encouraging pupils to have good recall of plot and characterisation. There are weaknesses in the teaching of phonics and writing. There are strengths in the links made with the subjects of design and technology and history.
33. At Key Stage 2, the teaching of literacy has many strengths and is often very good. Strengths are in the very careful matching of tasks to the pupils' needs. High expectations ensure the rigorous analysis of the texts provided for pupils to discuss. Aims are detailed and closely linked to the National Literacy Strategy. Teachers have already identified the need to improve their teaching of pupils' phonic strategies and spelling at Key Stage 2, and have made a priority to target these areas in the coming year.
34. At Key Stage 1, the teaching of numeracy is satisfactory and takes on board the National Numeracy Strategy's objectives. Tasks are well matched to pupils' needs and pupils are constantly checked to see if they have understood the targets during the lesson. At Key Stage 2, the teaching of numeracy is good. Planning is closely in line with the National Numeracy Strategy and there are high expectations that all pupils respond mentally in an alert manner. There are strengths in encouraging pupils to explain their calculations orally in front of the class and demonstrating on the board. Teachers use praise and humour very effectively when teaching numeracy at Key Stage 2 in order to enthuse pupils and retain their focus on tasks. The teaching of neat presentation with sufficient practising at writing down calculations is consistently good.
35. Throughout all classes, teachers are very conscientious and give a lot of their own personal time to help pupils. They have good knowledge and understanding of the requirements of the under-fives and pupils at Key Stage 1. The new member of staff to coordinate English, has a very good grasp of the changes needed to improve an inherited problem of low standards in phonic strategies and pupils' writing skills at reception and Key Stage 1. Likewise, all other teachers have identified the need to focus on phonic strategies and spelling skills at Key Stage 2. So knowledge and understanding overall are good in most areas of the National Curriculum. There is particular expertise in environmental science, in art, and in design and technology. Teachers' expectations for higher standards and positive behaviour are mainly good. Planning of individual lessons overall is satisfactory with strengths in planning in art and design and technology. Generally, most of the work is well matched to pupils' needs. It is particularly good at the younger half of Key Stage 2, where the teachers' assessment of individual pupils informs the planning precisely.
36. Teachers organise rooms and lessons to a high standard, so that most activities proceed smoothly and pupils move to their next tasks without fuss. The management of pupils is good throughout both key stages. At times it is very good, such as in the area of discipline and in the deployment of humour and praise. All classrooms have clear areas of focus for different aspects of the curriculum. Teachers organise their rooms appropriately so that each subject has an area of display and for the storage of resources. Teachers work very hard to provide stimulating wall displays to ensure that pupils reflect on questions and pictures with good insight and perception. There is very good use of informed support staff and volunteers.
37. Teachers are aware of pupils with special educational needs. Most teachers allocate tasks well, according to pupils' needs. They ensure that class assistants understand clearly the targets in the pupils' individual education plans and work closely with them to plan for good support of pupils.
38. All lessons have clear aims. Teachers ensure that very good relationships exist throughout. They constantly encourage pupils to learn from their mistakes and to try again. This improves pupils' confidence. Teachers are skilled at patiently explaining tasks so that pupils understand easily. In the best lessons, the type of questions asked, ensure that pupils make evaluative comments and think

perceptively about their work. Marking is generally consistent throughout. Teachers keep detailed records on each pupil, including samples of work or photographs of items they have made, or of outdoor activities pursued during residential visits, such as canoeing and orienteering. Teachers make satisfactory use of any standardised scores and National Curriculum test results in order to inform the future targets for lessons. New homework diaries and Home/School Contracts have been introduced for this term. These fully meet the demands of some parents for more clarity and consistency in the setting of homework. The newly drafted homework policy is clear and comprehensive.

42. **The curriculum and assessment**

39. In the previous inspection report, a number of issues were concerned with the lack of coherent curriculum planning and assessment procedures. Good progress has been made since then and the school now offers a good quality curriculum that mostly meets statutory requirements, apart from all the Programmes of Study for information technology. It is broad and relevant and includes all subjects of the National Curriculum. The curriculum provides planned progression in the development of skills and concepts and includes appropriate opportunities for investigative work. However, the curriculum currently lacks balance. Information technology is not yet fully developed and writing at Key Stage 1 is unsatisfactory. All pupils have access to the full range of the curriculum and this prepares them well for the next stage in their education. There are now good policies for all subjects and curriculum monitoring is improved. The length of the school day for pupils in Key Stage 2 has been extended and is satisfactory.

40. Staff have worked very hard since the last inspection to develop the curriculum. They have produced a wide range of useful documentation that provides a firm basis on which staff can plan their teaching programmes within and across years. They also ensure that teachers use assessment effectively to plan lessons that build appropriately on pupils' prior attainments. Curriculum planning is detailed and thorough. It is consistently monitored, evaluated and modified by the whole staff group. There is good liaison between key stages to ensure consistency in the provision and appropriate expectations for pupils in mixed-age classes. The structure of planning on a two-year cycle and the termly and weekly planning cycles, support pupils' learning well. The school has definite and comprehensive plans to develop further a scheme of work for information technology. It has successfully met the requirements of the National Literacy Strategy and has made a sound start in introducing aspects of the National Numeracy Strategy, such as the increased emphasis on mental calculations.

41. The curriculum for children under five years old is satisfactory and planned with due regard to the Desirable Learning Outcomes recommended for children at this age. It is well organised and planned in appropriate detail. On entry to the reception class, pupils are assessed comprehensively for their needs as part of the local education authority's assessment procedures for entry into school. This informs the planning for individual children and parents are involved appropriately in the process.

42. Satisfactory provision is made to meet the individual needs of pupils on the special educational needs register. Teachers plan their lessons thoroughly so as to reflect the pupils' abilities but direct reference to targets set in their individual education plans is lacking. Targets, however, are generally not specific enough to be able to tell whether a pupil has made sufficient progress and tracking of progress is difficult. Classroom assistants provide good quality support. The recommendations of the Code of Practice are followed and all pupils on the special educational needs register have a detailed individual education plan that is reviewed and updated regularly. Pupils with special educational needs are identified at an early stage through the new baseline assessment procedures and liaison with the playgroup and health service.

43. The school provides a wide range of good quality extra-curricular activities to enhance the curriculum. This extra-curricular provision includes lunchtime activities and after-school clubs, such as the computer club, netball and football which contribute significantly to the raising of the standards achieved by pupils in these areas. There is also a good range of sporting activities and pupils have the opportunity to participate in field trips and residential visits. Parents appreciate the opportunities the school provides for their children to be involved in more than just their daily lessons.

44. Procedures for assessment and the use of assessment to inform teachers' lesson and curriculum planning are satisfactory. However, some procedures have been put in place comparatively recently, such as the tracking records for Standardised Assessment and Qualifications and Curriculum Authority tests, and are therefore not yet fully established. Targets currently set for the end of the key stages are only for literacy and are not specific, which makes tracking of progress difficult. In the reception class the outcomes of assessment are used to set individual targets for children, which are updated on a termly basis. Data from assessments is carefully analysed and the implications for teaching and learning are identified and acted upon. Assessment information is accurate and used well to track the progress of individual pupils with the result that teachers are alerted swiftly if a pupil is underachieving. Additional diagnostic assessments are provided, when appropriate, for pupils with special educational needs. Although in some subjects and classes pupils assess and evaluate their work, most pupils are not involved in setting their own targets for learning.
45. The school keeps a comprehensive record of achievement for each pupil that provides an indication of their progress over time. Staff have used samples of pupils' work for moderation purposes to ensure accuracy in agreeing standards across the school. Teachers use assessment information well to inform pupil groupings and the tasks they set groups and individuals in lessons.
49. **Pupils' spiritual, moral, social and cultural development**
46. The provision for pupils' spiritual, moral, social and cultural development is good overall. Procedures to encourage pupils' social development are very good. The previous inspection report recognised that the school's provision was sound for this aspect and that pupils responded well to the provision that was made. During the current inspection, it was found that this aspect has improved overall, and that all statutory requirements are met.
47. The school ensures that pupils with special educational needs take a full part in the school activities. Pupils with special educational needs have good opportunities for responsibilities in the everyday management of the school. Opportunities to sing and perform at festivals and concerts are often given. All staff encourage caring attitudes to those pupils with specific needs and problems. As a result, pupils with special educational needs are fully accepted as valued members of the school's community.
48. Satisfactory spiritual development is provided through well-planned assemblies, acts of collective worship and during lessons on religious education. Assemblies provide a suitable focus for the whole school or class to celebrate and worship, with an appropriate balance of time for discussion, thoughtful inner-reflection, prayer and stillness. Pupils have suitable opportunities in religious education and history lessons and assemblies, to share in significant human experiences to develop a sensitive appreciation and awe of the world and of humanity's pride, pity and loss. Spiritual development is evident in art lessons, such as when pupils identify and explain their reactions to the work of well known artists of the Second World War, for example, Edward Burra's 'Skull in a Landscape'. There are several examples of pupils' reflective writing in workbooks in religious education lessons, which illustrate secure growth in spiritual awareness.
49. Pupils' moral development is good. There is a clear code of behaviour; school and class rules are well known. Pupils are very aware of what is acceptable behaviour and what sanctions are imposed when anyone misbehaves. Pupils are encouraged to be honest, diligent and trustworthy, through the duties they are given daily. Moral issues are explored well through religious and personal and social education and in assemblies, in order to challenge pupils' pre-conceptions. A good example is when pupils write about what they would like to be well known for. Good rewards and sanctions systems are administered sensitively and fairly; these ensure high standards of behaviour.
50. Provision for pupils' social development is very good. From commencing their schooling, pupils are encouraged to relate well to each other, to take turns and to share willingly. Examples of their good cooperation are seen in the many times pupils work in pairs or groups, often by mixed gender. Older

pupils have a range of responsibilities, including working the tape recorder for assemblies, sharing tasks when replacing physical education equipment and also representing their year group on the School's Council for regular meetings. Even very young pupils are encouraged to be independent about choosing textiles in their design and technology lessons, and to share the equipment sensibly. There are also a number of visits out of school, such as to Plymouth's Maritime Museum, and after-school clubs for sport, gardening, computers and 'Monday Church' which is led by the local Methodist minister. Participation in these activities helps pupils to meet new people, to share in activities in new settings outside of the class, and to learn of different points of view on a number of issues.

51. The cultural development of pupils is satisfactory with good aspects. Pupils are given a good knowledge of their own local and national culture and of other global cultures, for example, Egypt, Brazil and Sri Lanka, through their lessons in geography and history. Pupils have visited the theatre in Plymouth and the Anglican Church and Jewish synagogue there. The school lacks a strong policy to promote a good awareness of the diversity of minority and ethnic groups within Britain. However, initial contact has been made already with an inner-city school in Salford, Manchester, in order to increase awareness of the contrast of other minority and ethnic groups to Cornwall's unique identity.

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

52. Throughout the school, pupils receive good levels of support and guidance. Children under five receive good levels of support and guidance. There are good links between the playgroup staff and the reception class so that the transition from playgroup to school is smooth. The playgroup leader works in the reception class in the afternoon. Pupils have good opportunities, for example, in religious education lessons, to discuss the uniqueness of individuals in families and this contributes to their personal development.

53. There are suitable procedures, both formal and informal, to monitor pupils' progress and development. Assessments on entry to school, end of key stage statutory tests, reading tests and Cognitive Abilities Tests results, and individual pupil portfolios are consistently used to monitor pupils' progress. Pupils with special educational needs have their academic education monitored appropriately through their individual education plans, although the targets on the plans are not specific.

54. Procedures for monitoring and promoting discipline and good behaviour are good. Pupils are effectively encouraged to do well and good behaviour and achievement are recognised and rewarded as in, for example, the Friday whole-school assembly, and with displays of pupils' work around the school. A calm, warm and supportive atmosphere exists within the school. All staff have clear expectations for good behaviour and attention within lessons. All staff act as good role models for good relationships.

55. Procedures for monitoring and promoting attendance are good. There are good systems to identify pupils who are not punctual at the start of the school day.

56. There are good procedures for child protection and promoting pupils' wellbeing, health and safety. The headteacher has become the designated child protection officer this term. There are plans for the headteacher to receive appropriate training. Effective procedures are implemented to identify and resolve health and safety issues. The headteacher and staff, and the site and building sub-committee of the governing body are fully aware of their responsibilities and carry out regular checks to ensure that the school is safe.

57. Overall, satisfactory progress has been made since the previous inspection.

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

58. The quality of partnership with parents and the community is good. Of the parents who completed the

questionnaire 83 per cent were satisfied that the school keeps them well informed about their child's progress. Parents are given the opportunity to meet formally with their child's class teacher in the autumn and summer terms.

59. Parents are kept well informed about their children's progress. The annual report covers all subjects of the national curriculum. Pupils are also encouraged to complete a self-assessment form, which includes targets for improvement. Parents have individual consultations with their child's teacher in the autumn and summer terms. The consultation in the summer term follows receipt of the annual report. Parents are kept informed about curriculum and national initiatives by meeting with class teachers and the distribution of appropriate literature. Parents are encouraged to see the class teacher if they have any concerns. The parents of pupils with special educational needs are given good opportunities to comment on the individual education plan targets. The school has close links with the playgroup and parents of children who are under five, report that these links help to establish a positive environment to school life. A minority of parents are not satisfied with the way the school handles complaints. Inspection findings do not confirm parents' views about complaint handling in the school.
60. The school provides good information for parents. A brochure which, in addition to meeting the statutory requirements, contains interesting historical information on the school. The governors' report to parents is also informative, in addition to the annual report the governors also send regular newsletters to parents on school policy. For example, parents have just been consulted on the home/school policy. The school sends out informative newsletters twice a term. 'Friends of Pelynt School' is a very active fund-raising group. This group organises events in which all members of the community are actively encouraged to participate. The school has many adults who help in the school with reading, swimming, art and design and technology.
61. The process for transition to secondary education is well developed. Teachers from the secondary schools visit the pupils before pupils leave Pelynt School for the next stage of schooling. In addition, pupils attend a day at the secondary school in order to prepare them for the transition and to ensure that pupils meet staff and other pupils from other primary schools.
62. The school is enriched with excellent links with the local and wider community through the innovative work of the governing body. The school's governing body is taking full advantage of being located in a health action zone and is leading the community in proposals for a healthy living centre, which will be a community resource. Plans are well advanced to build a community area on to the existing school building. This will provide a new area for the under-fives, both indoors and outdoors, and a new school library and computer technology suite. During the day, the school will use these facilities. After school, the area will be used by the community in various ways and also as a facility for pupils of all ages to do their homework.
63. Through extra-curricular activities in sports and music the school maintains good links with other local schools. There are strong links with the parish church; the priest is a regular visitor to the school. These links contribute significantly to pupils' social development.
64. Overall there has been good improvement since the previous inspection.

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

68. **Leadership and management**

65. The management of the school is very good. The headteacher leads the school with an excellent grasp of the school's needs. The governing body is excellent at strategic planning and in fulfilling its role. The quality of leadership is of a high standard. Pupils, staff, governors and parents hold the headteacher in high regard. He is well supported by an enthusiastic and talented staff. All work to a

common purpose and commitment to improve standards. Relationships are very good.

66. The supportive governors are closely involved with the activities of the school, giving practical help regularly and attending school events. The energy and drive of the Chair of Governors is outstanding; she gives loyal, regular support and is a strong force behind the imaginative plans to extend the school to provide a nursery unit, a new library, an information technology suite and a local community room. The governing body has an effective committee structure to enable it to fulfil its responsibilities well for strategic planning and to improve the quality of education at the school. Meetings are regular and minuted with firm resolutions. Governors are well informed by the headteacher and the local education authority.
67. Reflected in the work of the school are worthy aims, values and policies, which are clearly stated in several documents for parents. The school's prospectus is excellent. They all show a firm commitment to raising standards. All statutory requirements of the governing body are met, apart from a minor omission about publishing the national average results alongside the school's results in the annual report to parents. In addition, the school does not meet the requirements of the National Curriculum for information technology due mainly to budget constraints to equip the school fully with hardware and software for the subject. There is also the need to meet full implementation of the requirements for writing at Key Stage 1. The governing body has identified the need to develop these areas fully and has already made new staff appointments, plans for the building extension and the purchase of new information technology software in order to rectify these issues.
68. Such is the commitment of the headteacher, staff, governors, parents and community members that, in recent years, they have been largely responsible for building their own school extension of two classes and have equipped these well. These rooms have had a major impact on the quality of teaching and the curriculum. In addition, a new team of staff has been appointed. The test results of 1999 saw a sharp rise in standards that were being steadily maintained at the time of this inspection. Where there were weaknesses noted, standards are beginning to rise and new staff have been employed to ensure that some of these weaknesses are addressed and rectified.
69. The school's comprehensive policy for pupils with identified special educational needs is satisfactory. A member of the governing body has a concerned interest for special educational needs and reports back fully to the governors. The headteacher, as the coordinator, works very hard to ensure that pupils with special educational needs are identified early and that individual education plans are effective for these pupils. There is worthwhile liaison with outside agencies to support pupils, parents and teachers. There are cogent equal opportunities and charging and remission policies, which ensure that all pupils have equal access to the curriculum. No pupil is disadvantaged by reason of race, gender or disability.
70. The monitoring of the curriculum and planning is efficient and successful. There are completed guidelines for planning continuity in subjects and topics to ensure the good overall progress of pupils. Documentation overall is of a very high standard. The headteacher regularly monitors the whole-school programme of topics, the teachers' planning and weekly records and assessment of pupils. He has monitored teaching in classes and given considerable support to staff. Likewise, governors have given support in lessons. The focus for recent years has been on literacy and numeracy.
71. The effectiveness of the school's strategy for literacy is beginning to influence the teaching of phonics and good handwriting and presentation, now that there have been some new staff changes and the appointment of a new English coordinator. Implementing the literacy strategy has been at least satisfactory with the potential for good improvement. Several governors attend school regularly and give good support. The effectiveness of the school's implementation of the numeracy strategy is, at least, satisfactory whilst in its infancy. Potential for its improvement is good.
72. Procedures for producing the school development plan are excellent, resulting in a document which is both practical and valid. The manageable document clearly identifies key issues and roles within a

timetable of completion dates to the year 2002. Detailed resourcing and cost implications, immediate and long-term, are listed. The document also includes target setting and curricular development over a four-year period, with particular reference to raising pupils' attainment in literacy, numeracy, science and information technology by the year 2002.

73. Since planning to address the issues identified in the previous report, the school has made good improvement overall with significant improvement in key areas. The school development plan is now a strength and is sharply focused with cost implications printed. Standards have been maintained and improved in certain subjects. There have been staff changes and good support has been given to teaching. Teaching is now a strength of the school with a significant proportion of good and very good teaching. Parents are very well informed of actions taken and about the curriculum. Capacity for further improvement is good.
74. The work of the school closely reflects the school's aims and policies. The informative documentation provides a firm basis on guidance, behaviour, relationships and the curriculum. The school's ethos is very good. It reflects a dedicated commitment to high achievement and the encouragement of successful relationships within a caring and exciting environment.
78. **Staffing, accommodation and learning resources**
75. The deficiencies in staffing and resources mentioned in the previous report have been significantly improved with regard to staff development, induction and monitoring. A satisfactory match between the number, qualifications and experience of the teaching staff meets the demands of the curriculum. Arrangements for the professional development of all staff are sound, with most linked to priorities identified for personal and institutional development. Teachers attend relevant courses, both in school time and in their own time. The quality and frequency of teachers' in-service training has a significant effect on the quality of the teaching. There is a satisfactory number of suitably qualified and experienced support staff. Children in the reception class are well supported by the part-time assistant. Support staff throughout the school make a valuable contribution to the progress of all pupils, including those with special educational needs. They work well with teachers, forming effective teams, and the level of mutual support is high. All staff, including the school's site officer and mealtime and canteen assistants, work very hard to provide a high standard of care and cleanliness for pupils.
76. Job descriptions are good and up-to-date, and staff understand and are committed to their defined roles and responsibilities. Arrangements for the professional development of teachers through personal interviews are sound. The induction programme for new staff is effective with a good system of mentoring and personal contact and support. The new teaching staff spoke highly about the level of support they received when they arrived at the school.
77. The accommodation is good for the number of pupils in the school. It is clean and well maintained. The work on display in classrooms, which is generally of good quality, helps to create an attractive and interesting learning environment. Indoor accommodation for children aged under five is good but the outdoor play area lacks facilities for climbing and the use of wheeled toys. The school hall is of good size for the number of pupils, particularly for older pupils in physical education and when there is whole school assembly. The playgrounds have been improved and developed with funds from the parent teacher association. The attractive grounds are very good and well maintained. There are hard play areas as well as generous grassed pitches. Environmental areas have been developed to enhance cross-curricular themes. There is a small library which shares its rather cramped area with a computer suite and the entrances to both boys' and girls' toilets. The location of the library and computer suite is unsuitable, because the area has through traffic from the corridors to the toilets.
78. The books, materials and equipment are appropriate to the ages and needs of pupils and are sufficient for the numbers on roll. They are of satisfactory quality and are readily accessible. Pupils particularly enjoy the bright and attractive reading materials that have been purchased recently to support the

implementation of the literacy strategy. The library provision is satisfactory with an adequate range of both fiction and non-fiction books. The recent purchase of personal computers for the school has improved provision for information technology. The school now has a satisfactory amount of modern computers but lacks a suitable range of software for full delivery of the National Curriculum. Resources for children under five years of age are adequate and well organised. Those for pupils with special educational needs are satisfactory, although there are few computer programs and little material for subjects other than English. During the previous inspection, resources were deemed to be insufficient to support the full range of National Curriculum subjects. There has, therefore, been very good progress in addressing this issue.

82. **The efficiency of the school**

79. The overall efficiency of the school is very good. The school's financial management and daily administration are of a high standard. Governors receive regular statements of the budget and keep a close check on spending. There has been very close monitoring of the budget in recent years in order to fund the school's extension of two classes and other refurbishment. A great deal of the school's finances has been saved due to the concerted effort of staff, governors, parents and members of the community to provide manpower and labour in order to build the extension in the most cost-effective way.

80. The planning and setting of the yearly budget effectively takes into account recent educational developments by funding the recent literacy and numeracy strategies. The governing body has identified the need to update and relocate the information technology equipment within the new academic year. Since the previous inspection, the school's development plan has printed cost implications for targets. The school development plan is now a strength. The electronic systems for administering the school's budget have been improved upon since the previous inspection. The monthly support given to the school by the local education authority's bursars has been very good and helped the school to monitor its budget closely. There is astute management of the school's income to maintain a good ratio of adults to pupils. The finance committee of the governing body meets regularly to provide full and updated information to the governing body. Its published financial regulations are excellent, with clear terms of reference. Most costs in running the school are well within national norms and sometimes below. Despite a large commitment to a massive building programme for a small school, the budget overall has kept within limits. Applications for pupil places are rising for the under-fives, so a forecast of a healthy income is favourable.

81. The efficiency of financial control and school administration is very good. Day-to-day financial procedures ensure a separation of functions, with regular checks undertaken so that administrative systems are of a good standard. School routines are very efficiently monitored by the school's administrator and the headteacher. Funding for special educational needs is used in total for these pupils and is managed efficiently. Funding for staff development is used in total and used most effectively for the professional development of staff. There is very competent use of teachers and assistants and very good use of staff expertise in exchanging roles for classes.

82. There is maximum use of the accommodation, even in areas previously used for cloakrooms. Learning resources are well used, particularly the new resources of 'big books' for the literacy hour. Excellent links with the community have enriched the pupils' learning and accommodation through the very successful fund-raising by Friends of Pelynt School and the voluntary help given. This is much appreciated by the school and shows a prudent use of manpower and support.

83. Taking into account the good quality of education, the good attitudes of pupils, their sustained good progress overall from being below national expectation levels on entry, the school gives good value for money.

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

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

84. Children receive a secure start to their education in the reception class. Overall, provision is satisfactory. During the inspection, six children attended the reception class part-time for afternoons only. They are scheduled to begin full-time education at the start of the school term in which they will be five. Teaching is provided by the reception class teacher, and an experienced classroom assistant who is with the six children each afternoon. Good support is given for children with special educational needs. The assistant is the local playgroup supervisor and knows most of the children's needs well, having supervised some of them previously at playgroup. The best possible use of the reception class space has been made available for the under-fives, and new, exciting plans are well developed to build a new nursery unit attached to the school.

85. The area has high levels of economic and social deprivation and most children enter the reception class with attainment levels well below those of a similar age in all areas of learning, apart from creative development. A very small percentage reaches the nationally agreed Desirable Learning Outcomes for five-year-olds in all areas. However, the majority does not, although they show satisfactory progress from the time of beginning school. This observation is affirmed by the outcomes of the assessment procedures used in line with Cornwall's comprehensive and thorough assessment system for the age group on entry. Due to the fact that the present cohort has been in school for a few weeks only, evidence of attainment at five years is based on a scrutiny of work for the academic year 1998/1999, when children were under the tuition of previous staff.

89. **Personal and social development**

86. The teaching of personal and social development is good. Children make good progress in their skills. They settle quickly into class routines and respond well to the secure, stimulating atmosphere. Although they are confident with their teachers and assistants, many children are initially shy with adults, including visitors. Relationships are good. There is a clear understanding of what is right and wrong. At this stage in the school year, however, some children are strongly individual and have not yet developed respectful awareness of how to resolve individual differences as they work and play. Older children in the class, with more sophisticated social skills, provide good role models for new entrants and demonstrate the success of the staff's procedures for developing these skills in reception. Staff work very hard to ensure routines are well established and to provide sensitive guidance for children. The balance between child-chosen tasks and adult-directed tasks is good. As a result, there is good promotion of a child's self-esteem and confidence.

90. **Language and literacy**

87. The teaching of language and literacy is satisfactory and adults have a secure understanding of how to link their planning of the Desirable Learning Outcomes to the new literacy strategy. Attainment at the age of five is, overall, below the normal expectations for the Desirable Learning Outcomes in language and literacy. When they begin school, most children speak with insufficient confidence and clarity. Children soon develop a growing vocabulary to express their ideas and feelings and progress is satisfactory. They willingly take part in imaginative role-play activities such as attending the 'surgery' area with their own 'doll babies' in pushchairs, pointing to a labelled large-scale diagram of a human body to focus on their particular area of 'ill health'. One or two children enjoy looking at books with an adult, but the majority of under-fives are restless during whole-class storybook time. Very few know the alphabet and its sounds. They find it difficult to answer questions about books and stories. Not many children understand the idea of early mark-making as they draw, paint and colour. There was very little evidence that children under five can copy and attempt to write their names, even with support. Writing standards are well below the Desirable Learning Outcomes for the majority.

91.

Mathematics

88. The teaching of mathematics in the under-fives is satisfactory and adults have a secure understanding of how to link their planning of the Desirable Learning Outcomes to the new numeracy strategy. Despite the satisfactory progress of children from entry, attainment in mathematics overall is below the Desirable Learning Outcomes by the age of five. Children's development in patterns and relationships, and for space and relationships is more secure than in comparison, for example, comparing larger objects with smaller items. Children's development of number is weak. They develop mathematical skills well through 'counting' songs and in sorting and matching objects, such as wooden people, animals, and environmental objects for an imaginary village. From the scrutiny of evidence, children's recognition and recording of numbers is below the level normally expected. Only a few children can count to five. Counting up and down a number track and recognising written numerals are less advanced than the norm. Children are also less secure in comparing heights of structures, lengths of apparatus and also weighing items by balance. Staff have made a good start in developing the children's use of the correct language for mathematics so that children talk about items that are 'bigger than' or 'smaller than'. There is very good use of support staff to take a positive lead in the teaching of the under-fives in reception in order to help children sort objects by colour and size and to complete jigsaws. The apparatus used for mathematical purposes, such as jigsaws, sorting and counting, is of a high quality and easily accessible.

92.

Knowledge and understanding of the world

89. The teaching of knowledge and understanding of the world is satisfactory in lessons this term, but evidence of work from the previous year reflected that teaching in this area was limited. Children's attainment is below national expectations overall, but progress is satisfactory in knowledge about the human body and food. Progress in information technology is weak. Children identify main parts of the outside of the human body and have secure knowledge from this term's lessons of why some foods are good or bad for humans. Most children have good awareness of how they come to school and the changes in the seasons. Although some children know how to work a cassette recorder linked to headphones, their experiences of computer technology are limited and standards are low.

93.

Physical development

90. The teaching of this area is satisfactory. Children's attainment is less than the outcomes expected for the age range, but progress is at least satisfactory in painting and drawing. On the whole, children lack appropriate balancing, climbing and landing skills. No evidence was seen of them using moveable toys outdoors, although their dexterity in using construction toys indoors is good. Children under five use prepared paint with developing brush strokes and have made a good start at representing what they see quite accurately. Drawing skills in books are good. Skills with scissors are less advanced, although these develop rapidly in reception class once children have passed the age of five as a result of the good support they receive.

94.

Creative development

91. The teaching of this area is good. Children attain an appropriate standard in line with the Desirable Learning Outcomes. They make good progress in acting out their experiences in the class's 'surgery' and in responding to music and singing during school assemblies. Children make good progress in using small objects imaginatively in their play, such as when they create villages and farms, tunnels and bridges for the wooden animals and people to move amongst.

92. Children's attitudes to school are good. They are enthusiastic about school and enter the building readily, with good confidence. Children's attitudes to the adults they know well are very positive and respectful. Children take on board the enthusiasm of their helpers and show obvious enjoyment, such as when they make finger-puppets to use imaginatively. Children handle equipment carefully under

the firm direction and good example set by adults. They make good progress in the way they make independent decisions and choices when selecting materials, threads and tubes for their puppets. This development is markedly obvious in the way children mature socially from entry to school, through reception, to the time they reach the Year 1 age-range.

93. The teaching and support staff have been appointed only recently. Teaching is mainly satisfactory. It has some good features. All adults sensitively support, reinforce and extend children's responses so that the children make secure progress. Monitoring of children's activities is thorough and any recorded work, with comments, is kept within each child's individual profile folder. Adults now plan the curriculum carefully to take account of the children's lack of skills on entry to the reception class and the experiences they need to reach the Desirable Learning Outcomes. Due regard is also made to the Programmes of Study for Key Stage 1 so that higher attainers and older children make smooth progress to reach their targets. Plans are made to compensate for phonic and writing and information technology strategies, which children have lacked in their experiences so far. The effect of these new strategies has not yet had a sufficient impact on children's progress in reading and writing skills, which are overall weak. The leadership and management of the under-fives have identified correctly priorities for development, such as the learning of the names and sounds of the letters of the alphabet, the building of sounds, and the way to form letters and write children's own names. Plans are being developed to improve children's progress in all areas, but the team have been together only a few weeks. Parents approach staff confidently and consequently, children are happy to enter school.
94. The present accommodation has been considerably re-organised, but the building inhibits certain developments, for example, for outdoor physical development in climbing and using wheeled toys in safety. The headteacher and governing body have identified the need to expand the building. Exciting plans have been drawn up for a more appropriate under-fives extension to the reception class, where the local playgroup can also meet
95. Since the previous inspection, an improvement has been made this autumn term in the curriculum for encouraging writing strategies, because there was none seen before. Improvements have also been made in the re-organisation of the layout of the room in order to encourage the independence of children's choices.

99. **ENGLISH, MATHEMATICS AND SCIENCE**

99. **English**

96. Standards in English have improved since the previous inspection, when pupils' attainment at the Year 3 was below national expectations linked to some aspects of weaker teaching. Good support has been given for teaching and this issue has been clearly resolved at Year 3. Standards of pupils' attainment overall at the end of Key Stage 1, however, are still below the national averages. Standards of attainment at the end of Key Stage 2 are in line with the national averages. There is still a wide range of skills on entry. A significant number of pupils come to school in the under-fives with insufficient vocabulary and problems with speech and language. A few pupils have a good foundation of early language and literacy skills. Overall, however, pupils begin their English studies at Key Stage 1 with standards below the expected level on entry, despite good support from staff.
97. The results of the National Curriculum tests for English in 1999 at the end of Key Stage 1, show that standards at the age of seven in reading and writing were below the national average, both in comparison with all schools and in comparison with similar schools. Results in 1999 at the end of Key Stage 2, show that standards at the age of 11, in English, were closely in line with the national average compared with all schools and with similar schools. Pupils' present attainment reflects a similar picture to these results. Judgements are firmly based on a scrutiny of pupils' work from the end of June 1999 and the standards of the present cohorts.
98. The small size of each cohort of below ten in number of pupils makes year-on-year comparison of test

results invalid. However, there is a clear trend over time that shows good improvement at Key Stage 2 in standards obtained, but not at Key Stage 1, where improvement is lower. These latter results do not reflect the present teaching at Key Stage 1 since staff have been in post there for a few weeks only. Previous staff have recently left. Due to the need to retain confidentiality of individual pupils' results, no comparisons are included of differences in attainment between girls and boys in national average results because of the small number in each cohort of the school. However, the trend for improvement up to the end of Key Stage 2 is significant. The 1999 cohort at Key Stage 2 was the first cohort to be taught at the school for the same length of time since the present headteacher and newer staff were appointed. Their leadership and teaching of the subject of English have had an obvious impact on raising standards at Key Stage 2. The school has already identified the need to raise standards likewise at Key Stage 1 and targets have already been implemented.

99. Children have limited skills in speaking and listening and reading and writing on entry to the reception. Evidence shows that the majority make satisfactory progress in English at Key Stage 1 and good progress at Key Stage 2 overall, to attain the results shown in the National Curriculum tests of 1999. Higher attainers attain higher than average standards in reading at the end of both key stages and make good progress. In writing at Key Stage 1, their progress is slower and they attain standards that are less than the national expectations. At Key Stage 2, higher attaining pupils make good progress in writing and attain above the national expectations. Pupils with special educational needs receive good support in English lessons and maintain satisfactory progress against the targets set for them in their individual education plans.
100. Inspection of the standards of the present cohort in autumn 1999 show that pupils' standards in reading are in line with national expectations for seven and 11 year olds, but skills are weaker in phonic strategies. Standards in speaking and listening are similar to national expectations. Pupils' attainment in writing is below that expected nationally for seven-year-olds. Towards the end of Key Stage 2, most pupils at, or approaching the age of 11, have standards in line with those expected nationally for work at Level 4 or above of the National Curriculum in reading and in writing.
101. Progress, overall, is satisfactory at Key Stage 1 and good at Key Stage 2 in all the attainment targets. There are weaknesses, however, in phonic and spelling strategies throughout, and in writing skills at Key Stage 1. Many pupils on entry to school are initially reserved and lack good articulation and confidence in speaking and listening. They receive good support in the under-fives in their role-play and are provided with sufficient linguistic opportunities to develop a reasonable vocabulary. As they move through the school, pupils learn to use standard English appropriately. Increasingly, pupils learn to listen carefully to the constituent sounds of words in order to develop their reading and spelling skills. By the time pupils are about to leave school, most respond confidently to questions, discuss constructively, and have an effective vocabulary which includes specialist terms relevant to different subjects. Most pupils express opinions well and take the views of others into account. By the end of their schooling, speaking and listening standards are satisfactory and in line with expectations; they reflect pupils' ability to adapt their speech to a widening range of circumstances and demands.
102. In reading, at Key Stage 1, most pupils make satisfactory progress in understanding the text of stories shared. The majority of pupils are able to map out the events of a plot and recall easily a sequence of a story with good awareness of characters. However, most are less secure in recognising initial consonant blends and units of sound. They have weaknesses in building syllables and in blending sounds together. As a result, pupils at Key Stage 1 lack confidence when tackling unfamiliar words. For a significant number, their knowledge of the sounds and order of the alphabet is unsatisfactory.
103. By the time pupils are about to leave school in Year 6, most are able to read a wide range of texts, including non-fiction and poetry. Many read accurately and with good understanding. Most have an appropriate grasp of higher reading skills, such as summarising a passage, and can access reference skills effectively, although dictionary skills are slow. A significant number enjoy literature, relate sensitively to characters and events and talk perceptively about their preferences.
104. Due to the early timing of the inspection in the school's academic year, inspectors' findings about

pupils' writing are mainly based on the evidence of written work during the school year 1998 to 1999. Since then, there have been changes in staff in Key Stage 1, and changes in the approach to writing, which have not yet had time to influence standards.

105. At Key Stage 1, higher attainers write logically sequenced narration and show a wide repertoire of personal, expressive writing and factual accounts. The majority of pupils' writing, however, lacks fluency in writing sentences and shows poor control and incorrectly formed letters. Punctuation is poor, writing is unjoined, spelling is weak, and there is insufficient work on developing phonic strategies. Pupils lack the skills in writing their own thoughts sufficiently. Therefore, progress in writing is slow overall.
106. At Key Stage 2, most pupils use an appropriately wide range of styles and a variety of genre for writing. Pupils have many opportunities to write for different purposes. Most know the conventions of drama scripts, poetry, direct speech, instructions and other forms of writing. In the best instances, pupils understand how to draft and revise their written work independently. By the time pupils are about to leave in Year 6, their punctuation and grammar skills are in line with national expectations. Handwriting is reasonably legible and fluent. Presentation for work on display and in books is generally good. At Years 5 and 6, paragraphing is underdeveloped. Throughout Key Stage 2, pupils' phonic strategies and knowledge of word patterns to help them with their spellings are limited. As a result, spelling standards by Year 6 are below the expected levels.
107. The attitudes of pupils towards communicating orally are very positive, but younger pupils are less inclined to put their thoughts on paper. The majority of pupils are very attentive and well behaved. Many older pupils are confident to offer their ideas in front of a group. Most show obvious enjoyment when sharing and reading together prose or poetry. This is evident from the way they use their voices to good dramatic effect when reading aloud their own scripts, based on the 'Pied Piper of Hamelin'. Most older pupils are confident when writing their own thoughts. Pupils take on board the enthusiasm of teachers for reading and this is clearly shown during the shared reading of a big-book text.
108. Teaching in English, observed during the inspection, is at least good. Occasionally, it is very good. The present teachers take full account of all the requirements of the National Curriculum in the main, ensuring that there is a balanced coverage of all the Programmes of Study for each key stage. Teachers' planning is detailed and closely linked to the National Literacy Strategy's framework. The ways in which teachers organise the objectives of the literacy hour are effective and ensure an hour of dedicated teaching time for literacy per day, in addition to other activities, such as story or drama. The good features of each lesson include the whole-class shared text work, group work on phonics, guided reading sessions, and a plenary to present, review and reflect upon work. Planning for progression ensures that the tasks pupils are given are well matched for their own particular needs.
109. Good features of teaching include lessons with clear aims, precisely explained and plans that relate closely to the National Literacy Strategy. Teachers are well informed about the National Literacy Strategy. They use a good mix of teaching strategies to retain pupils' interest. Teachers show a good lead in clear enunciation, accuracy of grammar and using their voice with modulated expression. They have a good knowledge about appropriate books and authors for the age-range taught, and they can enthuse pupils to have a lively interest in the plot and characters of books. Teachers assess the work of pupils well. The new team of staff has already used the results of the National Curriculum tests for recent years to pinpoint areas of English learning which need extra support. Record keeping is uniformly maintained and informative. The quality of marking is at least satisfactory and often precise. Teachers ensure that pupils read widely and have a good knowledge about the features of books and of the different authors. Discipline is good. The good features of teaching show a definite influence on areas where pupils' progress is successful.
110. The newly appointed coordinator for English has, in only a few weeks and with good support from the headteacher, identified the weaknesses in writing at Key Stage 1, such as handwriting, lack of phonic strategies, fluency in sentence writing and poor punctuation. They both also recognise that weaknesses exist at Key Stage 2 in the use of building phonics and syllables to aid spelling throughout,

and the lack of writing with more complex sentence structures in the younger half of Key Stage 2. As yet, it is too soon for the new coordinator to have had time to influence the progress of pupils' writing.

A governor has also attended training in the new literacy strategy and the literacy action plan has been presented to the governing body and parents.

111. Resources of staffing are satisfactory for the subject of English. Pupils with extra needs are targeted carefully in lessons to receive extra tuition during blocked times of the week. Classroom assistants are well trained in the support needed for literacy. Resources of accommodation, books, games and cards are good overall. Both staff and resources are used very efficiently. Books sent home are well recorded in the home-to-school diaries. Some diaries show a high level of parental involvement and this good influence is reflected in pupils' steady progress for reading. The school's library, however, is inappropriately placed and its cramped area inhibits swift and confident access of books by pupils.
112. Literature introduced to pupils provides a powerful contribution to their spiritual, moral, social and cultural development through the analysis of different stories in a wide variety of settings. The strong stimulus of this good influence enables pupils to reflect inwardly about relative values and universal truths. The opportunities given to pupils to perform in the school's concerts, meet authors, be stimulated and informed by lively art displays linked to children's literature, all add to an exciting environment where books have a high prominence. The potential for improving pupils' attainment overall, in English, is good.
116. **Mathematics**
113. Standards in mathematics have improved since the previous inspection. At the time of the previous inspection report, lower standards were observed in Years 2 and 3 as a result of inherited problems and previous weaknesses in teaching. There was poor and inaccurate presentation of work. These issues have now been clearly resolved, with good improvements noted.
114. In the National Curriculum tests in 1999, the percentage of pupils who achieved the national average or better at Key Stage 1 was below the national average for all schools and schools with a similar socio-economic context. Results at the end of Key Stage 2 are well above the national average for all schools and above the average for similar schools. Standards of the present cohort represent a similar picture at the end of both key stages. The small size of each cohort of below ten in the number of pupils, makes year-on-year comparison of test results invalid. However, there is a clear trend over time that shows good improvement in standards attained. This is clearly supported by the National Curriculum test results. Due to the need to retain confidentiality of individual pupils' results, no comparisons are included of differences in attainment between girls and boys in national average results, because of the small number in the cohorts.
115. Inspection shows that pupils' attainment at the end of Key Stage 1 is average. By the end of Key Stage 1, some pupils correctly recall addition and subtraction facts to 10 and understand place value to 100. Many recognise patterns in number, leading to a limited grasp of the two, five and 10 times tables. They use standard units for length, time and weight, estimating before measuring accurately. Pupils identify half and quarter hours and relate these to digital time displays. They identify both two and three-dimensional shapes and find the correct coins to make a specific amount of money.
116. By the end of Key Stage 2, standards in using and applying mathematics are high. Pupils use and apply their mathematical knowledge and skills in problem-solving and investigative tasks competently. This contributes significantly towards their confidence in applying mathematics practically, such as in their very good measuring and making skills in design and technology. They have good reasoning skills and explain their thinking logically; they discuss previous work confidently with a precise, mathematical vocabulary.
117. In number, pupils have an appropriate understanding of the four arithmetical operations and of the concept of place value in whole numbers. They have a quick mental facility and older pupils display a

quick recall of multiplication tables. They understand the concept of negative numbers in terms of temperature. Pupils are able to use ratios, percentages, decimals and fractions in practical situations. They understand place value to two decimal places and make sensible estimates when working with large numbers. They investigate and describe number patterns very competently to include factors, multiples and square numbers.

118. By the age of 11, when working on shape, space and measure, pupils make accurate measurements and estimations of lengths and mass, using standard units of measurement. Pupils estimate, measure and construct angles and triangles and explain clearly the properties of two and three-dimensional shapes. They have a secure understanding of capacity and mass. Although pupils have good skills in collating, interpreting and representing data in a variety of forms for work in mathematics and also in science, they lack skills to make computer-generated graphs and charts.
119. Progress at Key Stage 1 is good. Attainment at age five is below expectations at the beginning of the National Curriculum Programmes of Study. By the end of Key Stage 1, pupils' attainment has been improved to a standard which is in line with the national averages. By the end of Key Stage 2 progress is very good. Pupils at Key Stage 2 benefit from the school's policy of grouping according to pupils' needs so that each group contains pupils of similar ability and work can be set accordingly. This is an effective strategy. Pupils are thereby well challenged so that the needs of higher attainers and also those pupils with special educational needs are well catered for and they make good progress.
120. Pupils' attitudes to mathematics are good. They are enthusiastic and concentrate well. The relationships between pupils and staff and between pupils themselves are good. They take pride in the presentation and accuracy of their work. Standards of behaviour are good.
121. The teaching of mathematics in both key stages is overall good. Good teaching is exemplified by lessons in which planning is derived from good subject knowledge. In these lessons teachers provide work that is closely matched to pupils' prior attainment. Good teaching is further distinguished by high expectations and very good pace to ensure all pupils are fully involved and on task. This was seen to effect during a lesson about mental recall concerning the three times table when, during the first ten minutes, very little verbal communication was required to get pupils to give accurate and fairly rapid responses. Teachers' planning for the numeracy hour is well linked to the new National Numeracy Strategy. The balance with other subjects is good, such as in design and technology, science and humanities. Most lessons are well structured with clear learning objectives and explanations about the knowledge and skills expected from differing groups of pupils. Teachers are very good at using the required vocabulary, encouraging pupils to use the correct mathematical terms to explain their understanding. All teachers plan together their lessons and this process enhances the consistent progress of pupils. Record-keeping and assessment procedures are well used to inform and support planning. Resources are sufficient, appropriate and well managed. Information technology is under-used to support pupils' mathematical studies.
122. The subject is well led by a capable and enthusiastic coordinator who monitors both pupils and teachers to ensure and improve pupils' attainment and progress. The leadership and management have helped to raise standards since the previous report for all groups of pupils in the way pupils have been organised into sets. They have identified targets to raise standards, particularly at Key Stage 1 and the under-fives, in time for the next round of national testing, and plan for good support of teachers for mathematics and its application in using information technology. A very good start has been made in implementing the new National Numeracy Strategy.
126. **Science**
123. Standards in science have improved since the previous inspection. At the time of the previous report, low standards were observed in Years 2 and 3, with related weaknesses in teaching. These issues have now been clearly resolved, with good improvements noted. Pupils' present attainment at the end of Key Stage 1 is in line with the national averages of all schools as well as of similar schools. At the

end of Key Stage 2, attainment is above national averages of all schools as well as of similar schools. Judgements are firmly based on a scrutiny of pupils' work from the end of June 1999 and standards of the present cohort.

124. The small size of each cohort of below ten in the number of pupils, makes year-on-year comparison of test results invalid. However, there is a clear trend over time that shows good improvement in standards attained. This is clearly supported by the National Curriculum test results for 1999. Due to the need to retain confidentiality of individual pupils' results, no comparisons are included of differences in attainment between girls and boys in national average results, because of the small numbers in the cohort.
125. By the end of Key Stage 1, pupils' attainment is in line with national averages. Pupils show a good understanding of life processes and living things, and a satisfactory knowledge of materials and their properties and physical processes. They also show sound skills of scientific enquiry, which they apply effectively across a range of investigations. Pupils respond to suggestions, make predictions and are beginning to recognise the conditions required for a fair test. This was seen to be very effective in Key Stage 1 when pupils were required to identify foods needed for healthy living, classify them and display their results in writing or pictures, according to ability.
126. By the end of Key Stage 2, pupils' overall attainment is above the national averages. More than a third of pupils have standards at Level 5. Pupils have a good knowledge and understanding across all areas of scientific learning and have firmly established skills of scientific enquiry. Pupils use appropriate equipment for accurate observations and measurements, appreciate the need for a fair test and present their findings clearly. They have a secure knowledge of many major organs of the human body and sound understanding of physical phenomena, such as electrical circuits. Pupils have very good knowledge about the effects of friction and levers, having carried out investigations that involve pulleys, levers, ramps and ships, including their 'cargoes', and having predicted outcomes. They have recorded their results in a variety of ways. Pupils have reached high standards in their environmental studies, for example, in their detailed and analytical observations of honey bees and plants.
127. Throughout the school, pupils make good progress from an attainment level which was below the expected levels at the beginning of studying the National Curriculum Programmes of Study for science, to the time they are about to leave in Year 6, when attainment is above the national average. By the end of Key Stage 2, in their experimental and investigative science, pupils make good progress in making predictions based on scientific knowledge and understanding, in making a series of observations and measurements with precision appropriate to the task, and can offer simple explanations for any difficulties encountered. They record observations and measurements systematically, presenting data as block and line graphs. Conclusions made are consistent with their evidence findings. In their studies of life processes and living things, progress is often very good, such as in knowledge about the life of a honey bee and the development of plants. They have a clear understanding of, and offer valid explanations, that different organisms are found in a variety of habitats because of differences in influential factors, such as the availability of light or water.
128. Younger pupils make good progress from sorting materials into groups and the ways in which some materials are changed by heating or cooling. Through their detailed studies, older pupils are able to explain correctly, and use, the scientific terms 'evaporation' and 'condensation'. They also make good progress in accurately classifying substances such as, solids, liquids and gases, and make simple predictions about whether changes are reversible or not.
129. Progress in studying physical processes is at least satisfactory. Pupils suggest a variety of ways to make changes in the currents of circuits. They have a good understanding of how to alter the pitch and loudness of sound, for example, in their reflections on making their own instruments in design and technology lessons. Higher attainers make good progress at Key Stage 1 and very good progress at Key Stage 2, due to the extra challenges they receive and tasks which require them constantly to use their own words and conclusions to explain their findings. Pupils with special educational needs make satisfactory progress towards their individual targets.

130. Pupils have positive attitudes to learning in science. They enjoy practical activities and finding out about science in everyday life. They are enthusiastic and interested, working with sustained concentration. They have a good appreciation of safety issues and work effectively, both individually and collaboratively. Most show a respect for living organisms and the world around them.
131. The quality of teaching is satisfactory at Key Stage 1 and is good at Key Stage 2. Occasionally, teaching is very good at Key Stage 2. Good subject knowledge and effective planning by teachers ensure that experimental and investigative work supports, develops and builds upon knowledge and understanding as well as improving scientific skills. An appropriate variety of teaching strategies, including clear and accurate explanations, skilful questioning and a balance of practical demonstrations by teachers, is a consistent feature of the teaching. Teachers manage experimental work well at both key stages, and set interesting and challenging tasks to motivate pupils. Where teaching was less effective, the pace of the lesson was slow, resulting in the insufficient coverage of work.
132. The knowledgeable coordinator is fully committed to high achievement. He works closely with colleagues which results in knowledge and expertise being disseminated very effectively. The coordinator monitors the subject closely. The policy and scheme of work are appropriate and under review. Assessment is satisfactory overall. Pupils receive regular testing at the end of a unit of work, the results of which inform future planning. Resources are satisfactory and used well. The linking of science and other subjects, such as with literature at Key Stage 1 and with design and technology at Key Stage 2, is most effective. The subject has a high profile in the school with good leadership and management. This is evident in the lively displays showing pupils' good notes on experimental work with levers and pulleys, and the good opportunity given for pupils to study safely a glass sided beehive on the outside wall of one classroom.

136. **OTHER SUBJECTS OR COURSES**

136. **Information technology**

133. No direct teaching of information technology was observed during the inspection, therefore, judgements are based on the occasions when pupils were seen using computers, the scrutiny of pupils' previous work and displays around the school, and on discussions with pupils and the coordinator.
134. The school's progress in addressing the key issue for action in the last report to improve standards in information technology has been too slow. Pupils' standards are too low and the school has made unsatisfactory progress against the issue identified in the previous inspection report. Reasons for this unsatisfactory progress are due to insufficient provision of computer hardware and software because of financial constraints. The school's priorities over recent years have been in providing new building extensions to accommodate new classrooms. These have also been refurbished to the required standards. Therefore, the focus for purchasing the necessary hardware and software for information technology is very recent. The school's new information technology resourcing and the training of staff to implement fully the Programmes of Study for information technology have not yet had an impact on pupils' attainment and progress in this subject.
135. At the end of both key stages, pupils' attainment is below national expectations. By the end of Key Stage 1, pupils use the mouse, the keyboard to enter text, and can print their work. They open files and select from menu options. They are able, with some support, to save text on disk. They lack skills in using pictures in order to analyse. They lack experience in using models or simulations to explore aspects of real and imaginary situations.
136. By the end of Key Stage 2, pupils use word processing software, entering text and controlling its style, size and colour as required. Some can input pictures from a picture bank and place them appropriately

on screen. They can access CDs to investigate information and use this appropriately for finding out information for work in other subjects. However, pupils lack skills in representing and interpreting information, and drawing conclusions from statistics and graphs entered by themselves. They are unsure of modelling. That is, in recognising patterns and relationships in the results obtained from simulations, and in predicting the outcomes of different decisions that could be made.

137. The progress pupils make throughout both key stages for information technology is inconsistent and poor. In Key Stage 1, progress is hampered by a lack of suitable software, for example, the absence of any data or modelling programs. In Key Stage 2, the new computers have not been in place long enough for teachers to have developed confidence in their use. The school's planning identifies the sequence of skills pupils are expected to develop to meet the National Curriculum requirements but this is not yet reflected in classroom practice. The main areas of study, communicating and handling information, controlling, modelling and monitoring, are inconsistently learnt.
138. Pupils' attitudes to information technology are good and, when they have the opportunity to use computers, they are keen to demonstrate their capabilities and answer questions about computer use. When working with computers they show tolerance for each other's attempts and respect for the equipment. The computer club after school is well attended by enthusiastic pupils and is very popular. The use of information technology to support pupils with special educational needs is underdeveloped.
139. There is no evidence that teachers' plans encompass the required range and level of the National Curriculum or that teachers regularly use information technology to enrich their teaching of other subjects. The use of information technology to support pupils with special educational needs is underdeveloped. However, the coordinator has worked hard and has developed a comprehensive school policy for the implementation of information technology, which identifies the range of activities and skill levels required but this has, as yet, had little impact in the classroom. The school has identified the need to train staff and also to purchase the extra equipment and programs needed to implement the full range of the National Curriculum Programmes of Study for information technology. Plans are already being implemented for the autumn 1999. Plans are also well advanced to train and support staff in the implementation of the school's policy.
140. The school development plan has placed a high priority to the extension of the school further in order to accommodate a new base for computers and re-locate the present information technology suite.
141. The main weaknesses are: In Key Stage 1, the use of text and art is underdeveloped; the use of data, control and modelling is very inconsistent and unsatisfactory; in Key Stage 2, the communication of information through the use of text, graphics and sound is underdeveloped; there is very little data handling, control, modelling or monitoring of the environment and this is unsatisfactory. At present the school does not meet the requirements of the National Curriculum. The school has a good range of modern computers but lacks a suitable range of software for delivery of the National Curriculum. Information technology does not yet permeate all areas of curriculum planning.
145. **Religious education**
142. Attainment in religious education is in line with the expectations of the locally agreed syllabus by the end of both key stages. All pupils make sound progress. Standards have been maintained since the previous inspection, when pupils' attainment was deemed appropriate for their ages.
143. Most pupils, at both key stages, have a secure grasp of the content of simple Bible stories. By helping to prepare for Christian festivals throughout the year, pupils know about the devotional elements within religion and recall clearly, details of well-known events, such as the Nativity and Easter. Pupils have visited a Jewish synagogue in Plymouth and know about a Torah scroll and a Seder plate. They have recorded perceptive thoughts about the Jewish Sabbath. Evidence shows that a visit to St Andrew's Church in Plymouth has given a meaningful insight to pupils' knowledge of Christianity.

Pupils are secure in their knowledge of the symbolism of the cross, a dove, a fish, the font and its use, and of stained glass windows. Their knowledge about the Bible, the lectern and crucifix is also sound. At Key Stage 2, pupils have accurately recorded their findings about Hinduism and the meaning behind Diwali.

144. Pupils explore and respond well to life experiences, for example, by showing care for others and appreciating the part played by families and friends in their lives. Pupils' thoughts, prayers and poems reflect on people who care for them, on their local environment and how and why they share things. In writing about what Jesus, Mother Theresa and William Wilberforce were well known for, pupils also write, with insight, what *they* would like to be well known for. In their detailed studies of other countries in geography, for example, Egypt, pupils have a good appreciation of the differences between cultures in religious beliefs. They are less aware, however, of the wide diversity of different religious beliefs of minority groups within the United Kingdom. This is a minor weakness in provision, but is being addressed. Pupils with special educational needs are well integrated and supported in discussions, so that they make appropriate and satisfactory progress.
145. Pupils have good, positive attitudes to the subject. They are attentive and responsive and speak confidently about sharing their ideas and feelings readily. They show sensitivity towards the opinions and feelings of others. An example of this was seen when older pupils shared with others their comparison of rules at home now, compared with the rules at home when their parents were young. Perceptive comments were made, such as: "I think that there is not so much violence in punishments now, and that it has changed for the better, not for the worse". Pupils generally reflect well on their actions and analyse the actions of others maturely.
146. Evidence of pupils' work reflects satisfactory teaching overall, but there are also good features to the teaching seen. Teachers promote good relationships in class and put pupils at their ease. Effective links are made with other subjects and with the well-planned assembly programme of weekly themes. Teachers' planning and learning objectives are clear and reflect the locally agreed syllabus well. Teaching aims ensure that pupils with special educational needs are closely involved. The syllabus has been implemented fully. Resources are generally satisfactory, well used and appropriate plans are in hand to supplement them even further. The school also makes good use of the local Christian church, for example at Christmas, in order to enrich pupils' experiences. Through visiting, a local minister's expertise is regularly used to widen pupils' knowledge. The school has also begun a link with a school in Salford, Manchester, and pupils have begun their personal profiles to send to the inner-city pupils.

150. **Art**

147. Art is a strength of the school. Provision for art is very good overall. There are often high standards. By the end of Key Stage 2 pupils have made very good progress in the subject, from being below national expectations at the beginning of the Programme of Study to well above expected levels at the end of Key Stage 2. Art is valued in the school as an important, enriching activity. It is used to accompany and illustrate work in other subjects, such as history, religious education and science, but it is also developed very successfully as a subject in its own right with its own skills and disciplines.
148. High standards are reached throughout both key stages in close, observational drawings, in colour-mixing, perspective and collaborative work in two and three-dimensional aspects. Standards in portraiture are soundly in line with national expectations. Very high standards are reached by older pupils at the end of Key Stage 2, when they interpret the work and style of well-known artists, and when they draw and paint in the same techniques.
149. Very good progress is noted at Key Stage 1 in producing a large-scale frieze on the theme of 'The Lighthouse Keeper's Lunch'. Pupils show animated paintings with good brushstrokes and use of colour to illustrate their toys, representing them with good accuracy. Very good progress is also noted in their fine-line drawings depicting episodes in their own experiences, and in their posters. Pupils make good progress in Key Stage 1. They enter Year 1 with unsatisfactory brush techniques and little experience for mixing the colours they use. By the end of Year 2, they paint with good brushstrokes and sensitive use of colour to portray illustrations to favourite stories, which are animated and expressive.
150. This very good progress is maintained at the younger age-range of Key Stage 2 where high standards are reached in using a variety of media. This is shown in the fine watercolours of patchwork fields in the style of local artist, Brian Pollard, and in the bold, confident paintings of animals and birds in the style of Henri Rousseau. Very good skills are reflected in the close observational drawings depicting a child's universe, and in pupils' book cover designs. They show that pupils have observed closely the sophisticated publications of adult magazines, posters and book cover designs, and accurately represent similar designs.
151. In an art lesson observed at Years 5 and 6, pupils show further progress on their previous skills. They make very good use of pattern and texture to a high standard, by adapting original sketches they have made of artists' paintings from the Second World War years. They are successful in their experiments with differing aspects in texture, using tissue, pastels, paint and washes to interpret the artists' styles. Work completed shows very good close observational drawing skills and highly individual effects of colour and texture. Higher attainers rise to imaginative challenges; pupils with special educational needs attain above expected standards also, it is impossible to distinguish them in art lessons.
152. Attitudes to the subject are very positive. Pupils express their emotional reactions imaginatively. They are attentive, ask perceptive questions and concentrate well. Their independence in choosing materials and in tidily clearing away, are remarkably mature. Behaviour is often good. Pupils are helpful and courteous to visitors and enjoy talking about their work. Most take exceptional pride in their finished product, for example, in the painstaking shading of a pupil's picture to interpret John Armstrong's 'Can Spring be Far Behind?'. Pupils are articulate and accurate in interpreting the artists' symbolism of many of the Second World War paintings, such as Paul Nash's 'Battle of Germany', and of Edward Burra, Edwin la Dell, Lowry and Donald Mackay.
153. The teaching of art is very good. Teachers' knowledge and understanding of the subject are broad and informed. Very good teaching is reflected in the art arising from links with literature, science, geography and history. Teachers have enabled very good progress in pupils' learning in the tone and texture of close observational drawings, in the use of perspective and colour and paint. Teachers' planning includes very good provision for the teaching of skills, processes and techniques in order for pupils to investigate, draw, apply colour with clean lines, and acquire a good knowledge and

understanding of the work of well-known artists. Teachers have ensured that pupils interpret the work of well-known artists imaginatively.

154. The management of the subject is very good and well organised. The implementation of the programme of work ensures the very good progression of pupils' skills and standards. The coordinator is an artist herself, and studied the subject to a high level during her initial teacher training. Good support and guidance has been given to staff for the subject of art. Resources are very good, accessible and used frequently.
155. Art is valued throughout the school as an enlightening activity to communicate ideas and feelings in the visual form. The vibrancy of pupils' work does much to stimulate good responses and improve perceptions. The subject makes a valuable contribution to pupils' spiritual, moral, social and cultural development, particularly by heightening pupils' awareness of beauty and by encouraging them to reflect on people's achievements in art. Very good links are made in art to other subjects taught in the curriculum.
156. Since the previous inspection, when standards were "at least average and often above those expected for the pupils' ages", standards are now high with very good progress made in skills and interpreting the meanings behind modern art.
160. **Design and technology**
157. The subject of design and technology is a strength of the school. Provision is very good. There are examples of high attainment to be seen and the pupils make very good progress throughout.
158. By the end of Key Stage 1, pupils have good skills in using scissors, adhesives and malleable materials, such as fabric, tissue and card for hanging 'seagulls'. Younger pupils have good knowledge and understanding that enables them to select appropriate materials. They show good skills when assembling tubes and boxes to produce recognisable items, for example, models of lighthouses. Pupils show good knowledge of resistant and malleable materials when using wooden spatulas, card and cloth to make their finger and hand puppets. Pupils know how to joint correctly two pieces using appropriate adhesive and materials. Pupils show a lot of thought prior to making their 'stand-up' card bears, each one showing sharp individuality.
159. By the time pupils leave school, and throughout Key Stage 2, pupils show strengths in the good combination of their design and making skills. Finished products are made to a polished, high standard, using a range of materials, components and ingredients. Younger pupils at Key Stage 2 put a lot of care into making their own papier mâché Egyptian-style mummy cases and in selecting and making their silver foil and plasticine 'beads' for their Egyptian style of jewellery. Older pupils are very proficient in the use of resistant materials. They have used man-made materials, wood, plywood and a vibro-saw to make wooden cut-out flapping birds, which are now on display at Plymouth's Maritime Museum, and their own, battery operated wooden clocks, with imaginative designs on the faces. 'Modroc', as a basis for making masks of Tutankhamun and figures of children playing traditional games, adds to the extension of pupils' already broad experiences. Pupils finish these masks and wired figures covered with the modelling material, by painting them meticulously, so that the colourful displays create a background of vivid three-dimensional 'moving' figures. Pupils have also used a range of natural objects, such as wood, shells on strings, and plastic tubes, to make their musical instruments in the form of triangular harps and pan pipes – all to a high standard.
160. Throughout, pupils are constantly encouraged to design first and to make a paper prototype before beginning their final products in rigid or malleable materials. They make good designs and their written, step-by-step instructions and evaluations reveal good learning. They are willing to make modifications to their original ideas for example, to their egg-carrying mobile boards on a chassis, and their ping-pong launchers made with tubes, rubber bands and propellor plastic spoons.

161. Design and technology is a subject that is obviously enjoyed by pupils. Their enthusiasm for the subject is evident in the way they patiently explain the minute details of designs and give reasons why they use a particular tool or material. They make sensible choices of fabrics and share materials and tools without fuss. They show good perseverance to overcome any difficulties encountered and offer constructive suggestions to other pupils to help them in the design and making of their individual objects.
162. The quality of teaching is very good. Teachers' knowledge and understanding are excellent. They demonstrate skills carefully and they generate enthusiasm, using an appropriate technical vocabulary. Expectations of the standard of finished products are high. Discipline is good. Teachers' planning is closely linked to the National Curriculum; precise lesson objectives are shared with pupils. Lessons are well organised; resources are ready for pupils' choice, tools are at hand and the rooms are well organised so that resources are accessible for pupils to make independent choices. Teachers ensure that pupils develop their ideas, sketch, design, make prototypes if necessary, and, finally, evaluate their products and processes. Teachers know their pupils well and make ongoing, informal assessments of tasks completed, ensuring that older pupils write their own evaluations as well.
163. The management of the subject is very good. Health and safety requirements are fully met. There are strengths in the planning and content which link with other subjects, for example, the expert making of wooden, hanging dolphins on strings, linked to science and geography. The interesting labels, designed for honey pots which contain honey from the school's hive, are linked to art and science. There are sufficient resources of very good quality, accessible and used to the maximum. The attractive displays, much in evidence, reflect the pupils' good understanding and skills in making high quality products through a combination of design and technology.
164. Since the previous inspection report, there has been considerable improvement in the provision of design and technology, from the previous "standards in line with national expectations", standards are now very high and provision is very good.
168. **Geography**
165. During the week of the inspection, few geography lessons were observed due to timetabling. A scrutiny of the work in pupils' books and on display, documentation and discussions with pupils shows that progress across the key stages is broadly satisfactory at Key Stage 1 but good at Key Stage 2.
166. Attainment is in line with national expectations at Key Stage 1 and above at Key Stage 2. At Key Stage 1, pupils learn about the environment of the school and plot their way around the school building. They learn about the wider local environment and identify key landmarks and talk about things they like and dislike. Pupils at Key Stage 2 use maps to identify localities and key features. They correctly link photographs and writing to places on the map. They take a good interest in the environment and consider the consequences of natural and manmade features such as pollution. Planning was being undertaken for a visit to a local river during the inspection. Geography is often linked to other subjects. For example, pupils studying the World War Two period thought about the areas over which Germany attempted to invade and some could identify those areas on a map of Europe. Many recognise with considerable accuracy the continents and oceans of the world, the locations of countries studied and major world rivers. They are secure in locating physical features, such as hills, valleys, rivers and lakes, on maps. Most have a very good appreciation of conditions that give rise to human settlements and where to locate cities, like London, at the mouths of major rivers.
167. The teaching of geography is, overall, good. Occasionally teaching is very good. Lessons are well planned with progression demonstrated overtime. In a good lesson in Key Stage 2, pupils viewed a video about modern Egypt and learned about settlements and rivers. The tasks given to pupils following this video were interesting, stimulating and matched to abilities enabling good progress. The lesson was delivered at a high pace and the teacher used good questioning to ascertain if learning was taking place.

168. The curriculum for geography reflects the National Curriculum Programmes of Study and planning ensures that pupils build upon earlier learning. The policy and scheme of work is satisfactory. Assessment opportunities are appropriately built into curriculum planning. Since the previous inspection, pupils' attainment and progress in geography has improved significantly. Resources are satisfactory and are well used.
172. **History**
169. During the week of the inspection few history lessons were observed. A scrutiny of the work in pupils' books and on display, documentation and discussions with pupils shows that progress across key stages is broadly satisfactory at Key Stage 1 but good at Key Stage 2.
170. Standards of attainment are in line with national expectations at Key Stage 1 but above at Key Stage 2. Key Stage 1 pupils use simple source material to compare and contrast aspects of life, for example, when looking at pictures of families to determine similarities and differences between life then and now. They begin to acquire the skills of finding out information from a picture, such as whether or not the people were happy, sad, rich or poor. They make simple deductions from the pictures and find different ways of recording their evidence. They begin to get an increasing sense of chronology by thinking of themselves and their own family. They are secure about the sequence of seasons, days of the week and months of the year.
171. Key Stage 2 pupils have securely learnt factual knowledge about the main changes in their local area. They use a variety of source materials to gather information and to ask and answer questions. They look at photographs of Victorian classrooms, compare it with their own and discuss the reasons for the changes. Pupils describe characteristics of key periods and begin to explain the changes and consequences of that time. They identify some of the main characters and events. In their work on World War Two, pupils talked with enthusiasm about life in the blitz. They show a range of good skills, respect for archaeological evidence, perceptive observations of the causes of the Second World War, and accurate conclusions are made from studying artefacts, copies of documents and photographs of past eras. Higher attainers are well challenged through and show high standards in skills for researching material and books. Pupils with special educational needs are well supported and reach their set targets.
172. Pupils enjoy history and achieve satisfaction from their research. One pupil, for instance, investigated a CD using a laptop computer to discover why ships use a Plimsoll line. This information was then conveyed to the rest of the class and used in a whole-school assembly. Pupils are confident to report their findings to the class and use their knowledge, skills and understanding well in their research. They are keen to give their own ideas and opinions of events and consequences and work well both independently and cooperatively.
173. Teaching in history is good. Teachers have a good knowledge and understanding of the subject. Lessons are well-planned and appropriate resources and activities are organised. An interesting and appropriate variety of work is prepared that is effectively matched to all abilities. Teachers use questions skilfully to develop pupils' thinking, prompt analysis and check understanding. They provide good opportunities for pupils to make decisions and to work independently. Pupils are challenged at an appropriate level and time is well used.
174. The history curriculum is sound. Appropriate emphasis has been given to aspects of history that have an impact on modern life. Planning is detailed and ensures pupils develop and build on earlier learning. History planning is linked well to other curriculum areas. For example, the studies about the Egyptians incorporated work on geography, art, music and literature. Assessment opportunities are built into planning and outcomes inform teacher planning. History makes a good contribution to pupils' moral and cultural development particularly when pupils consider the changes in society. Attractive displays of work in history and visits to places of historical interest, such as Lanhydrock

House, Morwellham Quay and Cotehele Manor, contribute significantly to pupils' learning. Good progress has been made in history since the previous inspection and the issues raised have been satisfactorily addressed.

178. **Music**

175. During the inspection, lessons were observed at Key Stage 2 only, due to timetabling reasons. Judgements relating to pupils' progress are also based on observations of pupils' performances at assemblies, private tuition of individual instrumentalists, and the viewing of three videos of pupils' performances in annual school concerts: a Nativity musical, a Victorian musical evening, and a musical dramatisation of 'Bugsy Malone'.
176. By the time pupils attain the age of 11 years at the end of Key Stage 2, they have made good progress overall and demonstrate standards in composition that are above the level normally expected for their age. Higher attainers are well challenged and achieve their potential through solo opportunities, and pupils with special educational needs also show good progress in their performances. Provision overall for music is good. Pupils have a wide experience of all elements of the National Curriculum's Programme of Study: performing and composing, listening and appraising.
177. Pupils make satisfactory progress in singing. They sing enthusiastically with good rhythm and pitch. There are crisp entries to each line of songs sung; dynamics are used successfully, but the duration of notes and endings are weaker. Singing is expressive with good emphasis on appropriate phrases. Soloists sing confidently with very good pitch and diction.
178. The development of rhythm work is satisfactory. Together, most pupils begin and end a sequence of tapping in time. They correctly recognise the different numbers of beats in a bar, repeat these accurately and maintain an ostinato rhythm. Pupils have a secure understanding of how to use percussion instruments to produce different, dynamic effects and layering of apposite sounds. Individual pupils with privately funded lessons by a visiting music teacher, make very good progress in playing the pianoforte, the violin and the recorder. Most pupils read standard notation well; finger movements are dexterous; some have secure knowledge of how to play all the notes of the octave. Pupils' dynamics when playing 'Turkey in the Straw' and 'Give me Oil in my Lamp', are most effective.
179. Older pupils at Key Stage 2 reach a good understanding of composition work. They sustain rhythm, and work well in groups. They are very successful in creating effective texture using melodic and percussion instruments. Pupils successfully compose a group piece, depicting an air-raid of the Second World War. They use a variety of instruments to create mood, adding differing rhythms and a contrast of cacophony and stillness, to demonstrate a sequence of episodes during an air-raid.
180. Pupils' attitudes to music are positive. Most respond well to lessons in an alert manner. Pupils show good self-control when handling instruments carefully and in returning them to their storage. They are well disciplined, cooperative and respectful of teachers and adults. Several pupils are confident to sing or perform solo in front of a wide audience. Pupils' enjoyment during music lessons and in singing out, unselfconsciously in concerts for relatives, is obvious from the evidence. Singing in assembly, however, does not always demonstrate their good progress shown on other occasions.
181. The quality of teaching music is mainly good. Teachers have a very good knowledge of the National Curriculum and how to implement it effectively. They are well prepared and ensure that pupils are relaxed and enjoy lessons. Pupils' efforts are praised well and teachers are patient and encouraging with them. Sensitive support ensures that all pupils gain confidence and make steady progress. Lessons provide a good balance of performing together and appraising. The hall is used well as a resource for music lessons in order to provide sufficient space for instrumental playing and creating dance sequences to match the compositions.

182. The management of the subject is without a coordinator, temporarily, following the retirement of a specialist teacher. The school's headteacher and governing body have identified that this lack of a music specialist needs to be rectified in the coming term and plans are in place to rectify this. The scheme of work supports the non-specialist teachers well, so that staff teach their own classes with confidence. Musical resources are excellent and of a high quality, sufficient for each pupil to have individual access to percussion instruments, both tuned and un-tuned. Pupils have benefited from a broad repertoire of musical activities, such as the Year 6's participation in the community's annual pantomime, and also, a visit to the Theatre Royal at Plymouth. The lively school concerts ensure that music plays a high profile in the strong links between the school and the community.
183. Provision for all the pupils has improved since the previous inspection report, when teaching and learning were sound only, and higher attainers were lacking challenge. These aspects are now good.
187. **Physical education**
184. At both key stages, pupils make good progress overall. No teaching was observed at Key Stage 1 and only two lessons were observed at Key Stage 2 during the inspection. However, a scrutiny of teachers' planning, schemes of work and photographic evidence, indicates that progress is at least satisfactory and that pupils attain above national expectations by the end of Key Stage 2.
185. Pupils at lower Key Stage 2 control their body movements and shapes well, moving naturally at different heights and speeds and in different directions in order to create, practise, refine and improve simple sequences of movements. They jump and land safely in a number of different ways, pay good attention to the safety of themselves and of their peers. By the end of Key Stage 2, pupils have good opportunities to refine ball skills enabling them to develop and perform complex skills to a satisfactory standard, as was witnessed in a lesson about controlling table tennis balls which, in turn, led to pupils playing a full game. They perform with confidence, make critical but constructive comments and receive those comments sensibly and act upon them. In a very good gymnastics lesson in Years 3 and 4, pupils demonstrated excellent control of movement when jumping on and off trestles. No lessons were observed for dance or athletics, but from talking with pupils and their teachers, it is clear that pupils perform at good levels in team sports. Progress in swimming is satisfactory with most of Year 6 pupils being able to confidently swim the required distance by the end of Key Stage 2.
186. Pupils enjoy physical education. They are very attentive and self-controlled, behaving well even in the midst of great activity. They are interested and keen to improve their levels of skill. They pay good attention to the safety requirements of physical activity and concentrate well on the tasks teachers set for them.
187. The teaching of physical education is good. Teachers act as good role models, joining in with the warm up activities and communicating their enthusiasm freely, resulting in a significant impact on the standards that pupils achieve. Their knowledge and understanding of the subject are good. They plan their lessons and activities well and give praise appropriately. Their control is good and is built upon routines, which are sensible and well known to all pupils. Teachers use appropriate resources well and the pace of lessons is brisk. The planning is clear and based closely on the detailed schemes of work provided. A good feature is the way teachers effectively assess pupils' work, in order to inform their next teaching targets. Teachers often choose pupils' demonstrations for others in order to make informed assessments for recording pupils' progress.
188. The coordinator is enthusiastic and knowledgeable. The curriculum fulfils all the requirements of the National Curriculum over time. It is enhanced by the good provision of after-school clubs for games for mixed gender groups. Outdoor and adventurous activities take place at a residential activity centre attended by the older Key Stage 2 pupils each year, and these provide enriching experiences, such as canoeing and orienteering in order to ensure good progress. Resources are good overall, particularly with the provision of equipment bags, which are shared with other schools in the local cluster. The size of the hall is very good for the size of classes and ensures that the gymnastic movements of pupils

are fully extended and graceful. Equipment is well organised and accessible.

192. **PART C: INSPECTION DATA**

192. **SUMMARY OF INSPECTION EVIDENCE**

189. The inspection was carried out over three days by a team of three inspectors, who spent a combined total of seven days in school. A total of nearly 57 hours was spent in observations of lessons, general observations and scrutiny of pupils' work. In addition, pupils and adults were interviewed. The following sources of evidence were evaluated:

- The scrutiny of policy documents, teachers' planning, schemes of work and records and documentation relating to management and financial administration.
- Observation of 25 lessons in full.
- Observation of assemblies and registrations.
- Listening to a representative number of readers from each year group.
- Scrutiny of pupils' work and school displays.
- Scrutiny of resources.
- Discussions with pupils.
- Discussions with headteacher, governors and staff.
- Discussions with parents prior to and during the inspection; this included a meeting with parents which was attended by nine parents.
- Scrutiny of 18 parental questionnaires returned.

- **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	64	0	15	11

- **Teachers and classes**

- **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	3.4
Number of pupils per qualified teacher:	18

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

Total number of education support staff:	3
Total aggregate hours worked each week:	23.75

Average class size:	20
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- **Financial data**

Financial year:	1999
	£
Total Income	131,641
Total Expenditure	132,323
Expenditure per pupil	1,945
Balance brought forward from previous year	8,983
Balance carried forward to next year	8,301

PARENTAL SURVEY

Number of questionnaires sent out: 57

Number of questionnaires returned: 18

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	6	83	11	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	56	39	0	6	0
The school handles complaints from parents well	11	67	17	0	6
The school gives me a clear understanding of what is taught	28	50	11	11	0
The school keeps me well informed about my child(ren)'s progress	22	61	6	11	0
The school enables my child(ren) to achieve a good standard of work	17	78	6	0	0
The school encourages children to get involved in more than just their daily lessons	35	65	0	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	6	76	12	6	0
The school's values and attitudes have a positive effect on my child(ren)	39	50	6	6	0
The school achieves high standards of good behaviour	47	53	0	0	0
My child(ren) like(s) school	44	50	6	0	0

Other comments from parents

All parental responses were largely supportive of the work of the school. The inspection team agreed with the parents' positive views of the school.

Other issues raised by parents:

- a minority of parents were not satisfied with the way the school handles complaints;
- lack of communication;
- ways parents are informed about the cancellation of after-school activities;
- a parent did not agree with his child using the Internet in school because it would detract from direct teaching in other subjects.

The inspection team found that:

- the complaint about lack of communication for parents is not justified. Parents are given information of sufficient quality and quantity;

continued/.....

- after-school activities had to be cancelled on some occasions in view of inclement weather conditions. No child had been dismissed from school without an adult;
- the implementation of new technology, such as the Internet, does not detract from direct teaching. All pupils are present in direct teaching sessions for all other subjects;
- a more systematic approach to homework has recently been introduced, with the implementation of new home/school diaries from the autumn 1999 term;
- inspectors concluded that the complaints procedures which the school implements are appropriate.