

INSPECTION REPORT

**ST WINNOW CHURCH OF ENGLAND PRIMARY
SCHOOL**

Downend, Lostwithiel

LEA area: Cornwall

Unique reference number: 112016

Headteacher: Mrs B D Strawbridge

Reporting inspector: Mr Paul Baxter
25217

Dates of inspection: 5th –7th February 2001

Inspection number: 189059

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Voluntary aided

Age range of pupils: 4-11

Gender of pupils: Mixed

School address: Downend
Lostwithiel
Cornwall

Postcode: PL22 0RA

Telephone number: 01208 872665

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Appropriate authority: The governing body

Name of chair of governors: Dr H P Bowen

Date of previous inspection: June 1996

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | Subject responsibilities | Aspect responsibilities |
|----------------------------|----------------------|---|--|
| Paul Baxter 25217 | Registered inspector | Under-fives Equal opportunities English Physical education | The school's results and achievements How well is the school led and managed? |
| Jane Chesterfield 13874 | Lay inspector | | Pupils' attitudes, values and personal development How well does the school care for its pupils? |
| Philip Mann 14509 | Team inspector | Design and technology Information and communication technology Geography Science | How well are pupils taught? |
| Gwyneth Evans 27219 | Team inspector | Special educational needs Art and Design History Mathematics Music | How good are the curricular and other opportunities offered to pupils? How well does the school work in partnership with parents? |

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This voluntary aided Church of England primary school for pupils aged between four and eleven years is below average in size and it serves the small rural community in the parish of St Winnow on the outskirts of Lostwithiel in Cornwall. It has 78 full-time pupils of whom 39 are boys and 39 are girls, and seven part-time children, four boys and three girls, also attend the school. Most pupils come from the local area, which contains a mixture of mainly private but also local authority housing and several pupils come from rural areas further afield. At present there are 18 pupils with special educational needs in the school, a broadly average number. The proportion of pupils with statements of special educational need is well above that found nationally. No pupils need support for English as an additional language or come from ethnic minority backgrounds. Approximately 16 per cent of the pupils are eligible for free school meals, and this is below the national average. Taken together the children's attainment on entry is broadly in line with that found nationally. Inspection shows, however, that in response to significantly improved and currently very good provision for children under five, the children's attainment on entry to the main school from next September is likely to be above average overall.

HOW GOOD THE SCHOOL IS

St. Winnow is a good school with significant strengths, particularly the pupils' excellent behaviour and relationships and their well-developed skills in numeracy and literacy. These are very positively promoted by the good quality of the teaching across the school and by the strong leadership of the headteacher. The warm and enriching environment created by the dedicated teamwork of the staff underpins the pupils' good progress. The school continues to provide good value for money.

What the school does well

- The headteacher, with the support of governors, staff and parents sustains an outstandingly warm and productive ethos that encourages the pupils' excellent behaviour and relationships and promotes their very positive attitudes to learning.
- Pupils aged eleven years achieve standards which are well above average in mathematics and are above average in English and music.
- In response to good teaching, most pupils, including those with special educational needs, achieve well, both academically and socially, in relation to their prior attainment as they move through the school.
- Attendance is well above the national average and is very good.
- Provision for children under five is very good.
- The provision for the pupils' spiritual, moral, social and cultural development and for their personal development is very good overall.

What could be improved

- Standards in information and communication technology (ICT), particularly pupils' skills in using computers to control mechanisms and to design patterns, are below the national expectations at both seven and eleven.
- Although improved in English and mathematics, there are still weaknesses using assessments of pupils' work in other subjects, to inform future teaching and learning.
- Co-ordinators of most subjects, other than English and mathematics, have insufficient opportunity to monitor the quality of teaching and learning in their subjects.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement since the last inspection. The pupils' attainment has been raised from average at the age of eleven in 1996 to above average overall now, with significantly higher standards in English and mathematics, and the pupils' attitudes, behaviour and relationships have also improved. These substantial improvements have been achieved as a result of good leadership by the headteacher, and the teamwork of colleagues, in developing even stronger teaching. The proportion of very good and excellent lessons has been doubled! Pupils now make good progress through the school in comparison with the satisfactory progress identified at the time of the previous inspection. Learning in English and mathematics is particularly effective and has been sharpened by the successful implementation of the National Literacy and Numeracy Strategies. The provision for children under five has been radically improved. Most of the key issues identified for improvement by the last inspection have been addressed well, especially the provision of subject schemes of work to aid planning, the introduction of swimming into the curriculum and the improvement in the pupils' handwriting. However, whilst the co-ordination of English and mathematics has improved well, co-ordination in other subjects is still under-developed and an element of inconsistency in teachers' marking continues. Overall, the school is well placed to continue improvement in the future.

STANDARDS

The table shows the standards achieved by eleven year olds based on average point scores in National Curriculum tests.

| Performance in: | Compared with | | | |
|-----------------|---------------|------|------|-----------------|
| | all schools | | | similar schools |
| | 1998 | 1999 | 2000 | 2000 |
| English | C | E | B | A |
| Mathematics | C | C | A | A |
| Science | B | C | B | C |

| Key | |
|--------------------|---|
| well above average | A |
| above average | B |
| average | C |
| below average | D |
| well below average | E |

Given the small and differing numbers of pupils in each year group and the varying number of pupils with special educational needs in each year group, care must be taken not to place too much emphasis on one year's performance. Nevertheless, the results achieved by eleven year old pupils in 2000 indicate a significant improvement in English, mathematics and science and show that the school is matching the national rise in standards in recent years. The end of Key Stage 2 National Curriculum tests and teachers' assessments for the years 1998 to 2000 show that the pupils' attainments at age eleven were above average in all three subjects tested. Inspection evidence shows that the pupils' attainments are on course to be well above the national average in mathematics, above the national average in English and music and in line with the national average in most other subjects by the time they reach eleven years of age. Attainment in ICT is below the national expectation at the end of this key stage. Religious education is evaluated separately within the Diocesan Section 23 inspection. Children under five now make good progress overall. Most pupils make satisfactory progress over time in Key Stage 1 and good progress in Key Stage 2. The majority of pupils attain the national expectations in most subjects by the age of seven years, except in ICT where attainment is below the national expectation at the end of this key stage. Most pupils make good progress in English and mathematics and satisfactory progress over time in most other subjects, except ICT where progress is unsatisfactory. Observations of good teaching during the week of the inspection indicate, however, that many pupils are now making even better progress, standards are rising and an increasing proportion of pupils are attaining the higher levels.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|--|
| Attitudes to the school | Pupils show very good attitudes to the school and to their learning and this has a beneficial effect on their work and progress. |
| Behaviour, in and out of classrooms | Excellent. |
| Personal development and relationships | The pupils enjoy excellent relationships and these enable them to learn well with and from each other. Pupils undertake responsibility willingly and show good personal development. |
| Attendance | Very good, well above the national average. |

The pupils' attitudes, behaviour and relationships are promoted very successfully by the school's warm and caring ethos.

TEACHING AND LEARNING

| Teaching of pupils: | Aged up to 5 years | Aged 5-7 years | Aged 7-11 years |
|----------------------|--------------------|----------------|-----------------|
| Lessons seen overall | Very good | Good | Good |

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

The quality of teaching is good overall and is a strength of the school. It impacts powerfully on the pupils' learning, which matches the quality of the teaching closely in all classes. In the vast majority of lessons observed teaching ranged between good and excellent. Teaching was excellent in three per cent, very good in 38 per cent, good in 43 per cent and satisfactory in the remaining 16 per cent of the lessons observed. There are significant strengths in the teaching in the 'Foundation Class' and in the Years 5 and 6 class. English is taught especially well and teaching and learning in mathematics is securely good across the school. Teaching is good in science, music and physical education and it is satisfactory in design and technology, geography and history. Teaching is unsatisfactory in ICT and insufficient opportunities were available to make a judgement on the quality of teaching in art and design. Teachers are outstandingly successful in promoting the pupils' excellent behaviour and use questioning rigorously to extend the pupils' thinking. In the most successful lessons, learning is fun, and this helps pupils to make good progress.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|--|--|
| The quality and range of the curriculum | Good overall, with very good provision for children under five and very good strategies for teaching literacy skills. However, the curriculum for ICT is newly in place and its introduction has not yet had much effect on standards. |
| Provision for pupils with special educational needs | Good – pupils receive sensitive support. |
| Provision for pupils' personal, including spiritual, moral, social and cultural, development | Very good overall, especially the provision for the pupils' moral and social development. |
| How well the school cares for its pupils | Particularly good pastoral care and the warm relationships, promoted by the staff and followed by the pupils, are a strength. Teaching and learning in subjects other than English and mathematics are not supported by effective use of assessments of pupils' work and as a result pupils do not always build fully on previous learning and their progress is restricted. |

The staff functions well as a team. They value the pupils' contributions and give them equal support. The school works hard to maintain good partnerships with parents and the local community and these have a beneficial impact on the pupils' learning opportunities.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|--|
| Leadership and management by the headteacher and other key staff | Good overall. The headteacher provides strong leadership and promotes an effective team approach to the management of the school. This has a beneficial impact on the quality of the teaching and ensures clear educational direction. However, there are weaknesses in the co-ordination of several subjects. |
| How well the governors fulfil their responsibilities | Generally good; under the direction of an experienced chair person the governing body is diligent in fulfilling statutory obligations. Governors have an effective role in shaping the direction of the school, but several are new and lack clearly defined responsibilities. |
| The school's evaluation of its performance | The school monitors the achievement of the pupils in the National Curriculum tests effectively; improving standards in English and mathematics reflect this. However target setting is not used to best effect in raising standards and most subject co-ordinators lack opportunities to monitor the teaching of their subject and, by this means, spread good practice. |
| The strategic use of resources | Staffing, accommodation and learning resources are generally used well to promote the pupils' learning. However, ICT is not used to best effect in enriching studies across the curriculum. |

The provision of staffing, accommodation and learning resources is satisfactory overall. The new Foundation Class is a significant improvement since the last inspection, but although planned, the school still lacks a secure outdoor area for children under five. Expenditure is clearly linked to the school improvement plan and decisions are duly taken on the principles of best value to meet the pupils' needs.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|--|--|
| <ul style="list-style-type: none">• Their children like school, behave well and are expected to work hard and achieve their best.• The school is helping their children to become mature and responsible.• The school is well led and managed.• The teaching is good. | <ul style="list-style-type: none">• The range of activities provided outside lessons.• The amount of work given to pupils to do at home.• The degree to which the school works closely with parents. |

The inspectors fully support the parents' strongly positive views and find that the school has strengthened its good partnership with the parents through the recently introduced Home-School Agreement. The school provides a good range of activities outside lessons and teachers give an appropriate amount of homework, in accordance with the school's policy and national guidelines.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1 Care must be taken when analysing the results of small year groups as found in this school, since substantial variation can occur from year to year. The results of last year's National Curriculum tests and teachers' assessments for pupils aged seven years reflected, to a greater extent than in Key Stage 2, the impact of the restricted backgrounds and the special educational needs of a small number, but significant proportion, of the pupils. The results showed that the pupils' attainments at seven were well below average in reading, writing and mathematics and average in science. When compared to the performance of pupils in similar schools attainment in reading and writing was very low and attainment in mathematics was well below average. These results were lower than the standards identified at the last inspection in 1996 and were lower than those indicated in the previous year's National Curriculum tests, again reflecting a higher proportion of pupils with learning difficulties in last year's cohort. Over the period 1996 to 1999 the results for pupils aged seven years indicated a trend of rising attainment in line with that found nationally, but the results in 2000 reversed this positive trend. Results of the national tests since 1998 show that a large proportion of the boys have been underachieving and that they have been significantly outperformed by the girls.

2 The National Curriculum tests and teachers' assessments completed by pupils aged eleven years last year showed a significant improvement in standards compared to the previous year's results. The pupils' attainments were well above the national average in mathematics, above the national average in English and in line with the national average in science at the end of this key stage. These levels of attainment in English and mathematics were above those found at the time of the last inspection, but in science standards were similar to those found at the time of the previous inspection in 1996. The pupils' achievements continued the trend of rising standards for eleven year olds at the end of Key Stage 2 and matched the trend found nationally over the period 1996 to 2000. Overall, contrary to the picture found nationally and to that found at the end of Key Stage 1, the boys outperformed the girls in national tests from 1998 to 2000. Taking the results over this period together, the pupils' attainments were above the national average in English, mathematics and science. When compared to the performance of pupils in similar schools in 2000, the pupils' attainments in these national tests for eleven year olds were well above average in English and mathematics, reflecting substantial progress by most pupils, and the pupils' attainments were average in science, indicating satisfactory progress.

3 Inspection evidence shows that, when taken together, the children's attainments on entry are generally similar to those found nationally. This varies considerably from year to year, however, with one or two year groups containing a few, yet a statistically substantial number, of pupils with special educational needs. Inspection now shows that as a result of the significantly improved provision for children under five most children in the new Foundation Class make good progress overall. Observations of lessons also show that, in response to very good teaching, an increasing number of children are making very good progress. Most children are on course to exceed the early learning goals set for them to achieve by the end of the Foundation Stage and are making substantial gains in language and literacy and in their numeracy and social skills.

By the age of five, most children have very positive attitudes to school and to learning. They have developed a genuine enjoyment of books and with help they can describe and read

about their story characters and sequence the order of the stories correctly. The children move well to music in physical education and use rhymes and action songs effectively to develop a good facility in number.

4 Observations of lessons in Key Stage 1 show that, as a result of the creation of a new class structure whereby the pupils in Key Stage 1 are now taught separately from pupils in Key Stage 2, and in response to well organised and supported teaching, most pupils are on course to achieve significantly higher standards than those identified by last year's National Curriculum tests. By the end of the key stage, most pupils should achieve standards which generally match the national expectations in most subjects, including reading, writing and mathematics. Due to a lack of opportunity to learn by using computers in all strands of the subject, most pupils aged seven years attain standards which are below the national expectations in ICT. Most pupils make satisfactory progress over time in this key stage, but in response to good teaching and well-deployed and good quality additional teaching and learning support, an increasing proportion of pupils do better than this and are making good progress, particularly in literacy and numeracy. Pupils who have special educational needs receive very good support and consequently they achieve well in relation to their prior attainment. Standards are rising rapidly and boys and girls are now performing equally successfully across the school.

5 The inspection evidence shows that the pupils' attainments at the age of eleven years are above the national expectations overall. The older pupils are on course to reach standards which are well above those expected nationally for pupils of this age. Their attainments in English and Music are above the national expectations. Most pupils attain standards which match those found nationally in most other subjects, except in ICT, where the pupils' skills in using computers to control mechanisms and to design patterns are below expectation. The pupils' skills in word processing are progressing satisfactorily. However, whilst pupils use computers to enrich the presentation of their work in subjects such as history, they have too few opportunities to use computers to support learning in other subjects.

6 Taken together, these findings, especially for eleven year olds at the end of Key Stage 2, represent a good improvement compared to the average standards found at the time of the previous inspection. The improvement in the standards achieved in English and mathematics is most significant and most pupils now make good progress through this key stage. The staff of the school have invested a lot of time and effort in implementing effective literacy and numeracy strategies. In consequence, very good teaching in Years 5 and 6 and in the Foundation Class, and good teaching in other year groups, is enriching the pupils' learning and achievement and an increasing proportion of pupils are on course to attain higher standards by the time they leave the school.

7 The school is increasingly evaluating the pupils' performance in the National Curriculum tests and teachers' assessments and has recently raised the targets set for pupils to achieve in English and mathematics at the age of eleven years in 2001 and 2002, to reflect the improving performance of the pupils. Inspection evidence suggests that these targets will be achieved. However, target setting is still at an early stage of development and is not used to maximum benefit as a tool to raise standards further.

8 Most pupils now make good progress over time as they move through the school. Children in their Foundation Year make significant gains in their learning and are well placed to enjoy a smooth transition into the Year 1 and 2 class. The pupils' hitherto weaker rate of

progress is improving in this class and in the Year 3 and 4 class, and the often very good progress, in response to strong teaching, continues in the Year 5 and 6 class. Pupils with special educational needs receive consistent and very good support throughout the school and make good progress over time.

9 Most pupils achieve very well in relation to their prior attainment in mathematics and achieve well in English. Progress is satisfactory over time in most other subjects, except in ICT, where it is unsatisfactory because pupils have insufficient opportunities to build on previous knowledge and to improve their skills. As a result of an increasing consistency in the good quality of the teaching, a greater number of pupils are making very good progress, especially in mathematics and English, than previously.

10 The pupils' literacy skills are utilised and developed well in other subjects, especially by the teachers' careful emphasis on appropriate technical language in subjects such as physical education and mathematics. The pupils are encouraged to explore the meanings of words from an early age and this extends their range of vocabulary, understanding and writing skills. For example, the children in the Foundation Class make predictions about 'floating and sinking', pupils in Years 1 and 2 estimate weights of different objects, pupils in Years 3 and 4 consider the importance of aerobic activity, and older pupils in Years 5 and 6 consider ways of calculating areas of compound shapes. Numeracy skills are promoted purposefully. Measurement plays an effective part in the pupils' learning and development of number skills. Pupils enrich their counting skills by using 'non-standard measures' such as model elephants and other animals to compare and study the weight of objects, and in science and design and technology they measure lengths and temperatures in their work. However, this work is not supported to best effect by ICT and the pupils' skills in data handling are not further developed or utilised sufficiently across the curriculum; this is especially true in science. Overall, the teachers' very purposeful emphasis on promoting the pupils' vocabulary is helping to raise standards.

Pupils' attitudes, values and personal development

11 The school has been very successful in raising standards in this area of its work since the last inspection. Pupils' attitudes and personal development, and particularly their behaviour and relationships with one another, are strengths of the school. Within the school, there is a real family atmosphere and feeling of mutual care and interest amongst the pupils, and this creates a supportive environment for learning and personal development. Children under five in the Foundation Class also enjoy excellent relationships. They show very positive attitudes to learning and their behaviour is excellent. Learning is consequently fun and very successful.

12 Pupils' attitudes to the school and to their work are very good. They enjoy their lessons and are keen to learn, so they make the most of their time in school. They settle very quickly when they come in, they listen attentively to their teachers, and they participate eagerly and thoughtfully in class discussions. Pupils get on with their tasks without fuss and have the willpower to concentrate fully on them until they are done.

These very positive attitudes are evident throughout the school, and are often linked to the high quality of teaching which inspires the pupils to learn. In a mathematics lesson in the Foundation Class, for example, the children were fired up with enthusiasm for their number songs and games, and totally absorbed in their learning. When they were divided up for group work, they listened hard to their instructions and then rushed off to make a start.

Similarly, at the other end of the school, the pupils in a Year 5 and 6 personal, social and health education lesson approached the subject of feelings sensibly and without self-consciousness. They were confident about undertaking role-play, and enjoyed both performing and watching others evaluatively. Pupils show the same motivation for the other activities the school offers them. They are very involved in extra-curricular activities, such as the drama club, and ready to take on any opportunity to be helpful and useful to others during the day.

13 Behaviour in class and around the school is excellent. Pupils obey teachers' requests instantly and there is never any need to waste time establishing order in lessons. Pupils are fully aware of the high expectations of behaviour the school has of them, and always do their best to fulfil these. Consequently, teachers are able to make learning fun, because they know that the pupils will be able to respond without getting over-excited. Pupils move around the school sensibly and are polite and respectful towards adults. Their behaviour during whole-school gatherings, such as assemblies and lunchtimes, is especially impressive. In the assembly taken by the vicar, for example, pupils came in quietly, waited patiently for others to arrive and gave their visitor their full attention. They displayed a mature and reverent attitude to the proceedings. Lunchtimes too are civilised and sociable occasions, where pupils mix well and help one another in the dining hall. Outside in the playground, children of all ages play well together. They show an awareness of and consideration for others, and concern for one another's well-being. There are very few instances of bullying or other unacceptable behaviour. The headteacher has not had to exclude any pupil during the time she has been at the school.

14 The relationships between pupils in the school are excellent. They get on very well both with their classmates and with children of other ages throughout the school. This confirms the positive views held by parents. Older children sit with younger ones at lunchtime, for example, pouring drinks and supervising the table. Outside, older pupils help organise games with younger ones and look after them if they are upset. When a reception child was accidentally knocked by a skipping rope, for example, a girl from the juniors hurried to comfort her and bring her to the attention of an adult. In class, pupils value the ideas and opinions of their peers and feel confident about expressing their own. They treat other people with respect. Pupils' personal development is very good. They are very willing to undertake any responsibility they are offered. At lunchtime, for example, pupils help staff to clear up after everyone has finished, while others set up the hall for assembly and put chairs away afterwards. They take these duties seriously and carry them out quickly and efficiently. The youngest children in the reception class are developing very good social skills too. They are happy and settled, and are swiftly becoming independent and able to look after themselves.

15 The level of pupils' attendance is very good. It is well above the national average, and is even higher than it was at the time of the last inspection. The pupils in the Year 5 and 6 class, in particular, miss very little school. Most absence is caused by illness, and very few families take their children out of school for holidays during term-time. There is very little unauthorised absence. Punctuality is also very good. Pupils are happy to come to school, and arrive promptly and cheerfully each morning, so that the day's lessons can begin on time and without disruption.

HOW WELL ARE PUPILS TAUGHT?

16 Overall the quality of teaching is good, and is a strength of the school. Teaching plays a key role in the promotion of good standards of attainment and in the excellent pupils' behaviour that was observed. The result is that pupils enjoy their learning, feel positive about their school and want to work hard. Well over three-quarters of the lessons seen ranged from good to excellent and two out of five were either excellent or very good. No

unsatisfactory lessons were observed. The quality of teaching has improved since the previous inspection when two thirds of lessons were judged to be good or better.

17 The quality of teaching is very good in the Foundation Stage where it promotes an excitement for learning and the building of very positive relationships between the teacher, classroom assistants and children. The teaching in Key Stage 1 is good; effective teaching methods and high expectations enable Year 1 and 2 pupils to make good progress. In Key Stage 2 the teaching is also good, and it is very good in the oldest class of Year 5 and 6 pupils. In this class the shared teaching does not detract from the enthusiasm for promoting good learning. Pupils begin to develop an independence with their work and show responsibility for their learning. Throughout the school pupils with special educational needs are expected to work hard and to achieve to the best of their ability. They are supported very effectively by classroom assistants, who are well informed by the class teachers, and who enable these pupils to develop their self-esteem and ensure that their pupils participate as fully as possible in classroom activities.

18 Very good teaching is typified by a particularly calm and settled classroom atmosphere. In the Foundation Stage and Key Stage 1 classes, teachers vary their voices effectively to gain attention, create interest and engage their pupils. In the Years 1 and 2 class pupils enjoyed the suspense in a 'Big Book' lesson where the teacher built up their excitement at the turn of each page. Similarly, with the children in the Foundation Class the teacher generated real excitement through her use of excellent expression, involving the children in the story and having a real impact on the children's attitude to learning and their appreciation of books. Good teaching is also characterised by clear explanations of what the children are expected to do and how long they have to complete their tasks. In a Years 3 and 4 literacy lesson the teacher set very clear learning outcomes and made explicit links to the pupils' previous lesson. This raised pupils' awareness and confidence and provided stepping-stones to aid their learning. The use of effective resources also characterises good teaching. The pupils in the Years 5 and 6 class were investigating how the temperature of water mixed with ice varied over time. Data-logging equipment borrowed from the local secondary school enabled the pupils to see how the temperature of the mixture remained constant until the ice had melted and enabled them to appreciate the challenge of keeping the test fair.

19 Where teaching is good teachers make use of ongoing assessments to ensure the work offered matches the pupils' prior attainments and their progress is maintained. In general the teachers know their pupils well and group them efficiently according to their prior attainment for literacy and numeracy. In the Years 1 and 2 class, for example, a mixture of pupils of both year groups worked together in groups based on their prior attainment for the literacy session. However, in science and in other subjects, teachers do not yet make full use of assessments to guide their planning. Occasionally, as a result, the higher attaining pupils carry out the same work as the middle and lower achieving pupils and this restricts their progress.

Teachers frequently have extension work to offer those who complete work early. On occasions, however, a few potentially higher attaining pupils are not offered this challenging work soon enough and this delays their progress. Marking is good in English but in other subjects there is variation in the quality and usefulness of teachers' marking: this was a key issue in the previous inspection. In both literacy and numeracy teachers' comments are now both diagnostic and helpful. In other subjects, however, marking remains less effective and development has not been satisfactory.

20 The teaching of literacy is very good and mathematics is taught well throughout the school. Lessons are characterised by high expectations, very good subject knowledge and

warm relationships that engender learning. The teachers set a challenging pace during mental arithmetic sessions at the beginning of lessons. They further pupils' learning through careful questioning and allowing pupils to explain the processes they use to reach answers. The grouping of pupils in both literacy and numeracy lessons makes it possible to match work closely to prior attainment. Pupils with special educational needs are well taught and supported and make good progress. Learning is enhanced through teachers' careful planning of their lessons, sharing of the objectives of the lessons from the outset and reviewing of learning at the end of the lesson. Teachers promote understanding amongst their pupils and help them to acknowledge the steps they make in their learning. At the end of a numeracy lesson in Years 5 and 6, for example, pupils explained their strategies for finding the area of compound shapes using words only and this linked well to their earlier oral session.

21 In the lessons observed, the teaching of science was good overall. However, lessons are usually based on the completion of worksheets, which do not enable pupils to develop their own style of presentation and limit literacy development. Science lessons are usually of an investigative nature and the whole class works on the same activity. This occasionally limits the progress of the higher achievers. Teachers do not make full use of the opportunities in science lessons to help develop pupils' numeracy skills, nor is ICT used effectively to support learning in the subject. In the ICT lessons observed, the quality of teaching was very good. However, in general over time the teaching of ICT is unsatisfactory. Teachers' subject knowledge in ICT is unsatisfactory; consequently they lack the skill to use software to support learning in other subjects. Certain aspects of ICT, such as word processing and the access of information from the Internet, are used satisfactorily but information handling and control are not planned appropriately within the curriculum. The school is aware of these shortcomings and has embarked on a programme of in-service training to raise teachers' skills and understanding. The teaching of music and physical education is good throughout the school and teaching in design and technology, geography and history is satisfactory. Not enough lessons were observed to make a judgement on the quality of teaching in art and design. History is brought to life imaginatively through the use of Victorian and Tudor days where staff and pupils dress appropriately and enjoy activities that illustrate what life was like in those periods.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

22 The overall quality and range of opportunities are good and meet the statutory requirements of the National Curriculum. The curriculum offered to pupils places a high priority on teaching the basic skills of literacy and numeracy. ICT has only recently been fully planned into the school's curriculum and its implementation has not had much effect on pupils' attainment across all strands; consequently the overall breadth and balance of the curriculum remain satisfactory rather than positively good. The religious education element of the school's curriculum is strengthened by the school's Christian ethos.

23 The school has made a start on the implementation of the new National Curriculum and is now in a firm position to move forward. It has begun to adopt the guidelines recommended by the Qualifications and Curriculum Authority (QCA) to underpin its schemes of work and is adapting some of the units to suit the needs of the school. This will aid progression and continuity in learning across both key stages.

24 The curriculum for children under five in the Foundation Class is good. It is broad and balanced and relevant for their ages. The indoor provision is very good, but the outdoor provision lacks a secure area and this restricts the children's learning through robust physical play. The school uses detailed baseline assessments on entry to plan and match the curriculum more precisely to their needs. This aids the children's learning. The school has

successfully implemented the National Literacy and Numeracy Strategies. Both are taught well and have contributed to the raising of standards. The Additional Literacy Support for pupils with difficulties in reading is contributing effectively, and is having a positive impact on standards.

25 Provision for pupils with special educational needs is good. All requirements of the Code of Practice are met and appropriate targets are identified and reviewed regularly in the individual education plans. Pupils with special educational needs take a full part in the curriculum with sensitive classroom support. The governor with responsibility for special educational needs is well informed and supportive. Provision for gifted and talented pupils is generally good. Teachers challenge these pupils effectively through well-targeted questioning and specific extension activities in lessons. The school has identified good links with the local secondary school for further extension opportunities, when needed.

26 All pupils have equal access to the curriculum. Although those pupils who receive instrumental tuition miss lessons each week, care has been taken to ensure that the timing varies from week to week.

27 The school encourages local people and organisations to support pupils' learning. Educational visits and visitors are regular beneficial features of the school's curriculum. Personal, social and health education is effective but it is in an early stage of development. However, pupils do have good opportunities to take responsibility and show initiative – for example, when preparing the hall for assembly. There is an effective link with the community policeman who supports the school through sessions on drugs education. An appropriate sex education programme is provided for pupils in Years 5 and 6. There have been beneficial visits from puppet theatre groups and live music workshops to promote interest in the arts, and there are productive opportunities for Years 5 and 6 to take part in the annual residential week. Links with the local secondary school through various curriculum areas such as ICT and science are very good. Regular meetings between staff from the local primary schools and the secondary school enhance the good relationships and in turn aid progression in pupils' learning. Pupils from Years 5 and 6 have good opportunities to visit the school and these links effectively prepare pupils for the next stage of their education and help to allay any fears about changing schools. Links with early years providers are secure and the teacher as co-ordinator for the Foundation Stage visits local playgroups and nurseries to foster good relationships.

28 The school provides a good range of opportunities which enrich the curriculum offered to the pupils. These activities include sport, dance, drama, recorder and gardening clubs. All clubs are open to boys and girls. The football and netball teams have appropriate opportunities to take part in local league games.

29 Overall the curriculum has been developed well since the last inspection. Standards in English and mathematics have benefited substantially. At this time, however, QCA schemes of work in other subjects have not been taught long enough to have the same impact on standards.

30 The spiritual, moral, social and cultural development of the pupils are given a high priority by all who work in the school and its provision in consequence is very good. This is an improvement on the judgement made at the last inspection where it was found to be good.

31 Opportunities for the pupils' spiritual development are good and are developed in a number of ways. The daily assemblies offer a variety of themes and stories where satisfactory opportunities are given for pupils to reflect and to think about important issues. Pupils are encouraged to explore the meaning and purpose of life but opportunities for pupils

to reflect on their own values and beliefs are sometimes limited. Religious education and the school's Christian ethos also make an important contribution to this aspect of pupils' development. Good opportunities are offered to pupils to extend their knowledge of other religions and to consider their own beliefs and those of others. Occasionally teachers ensure opportunities in other subjects are given to help develop pupils spiritually. The enthusiasm and wonder that surrounds many of the learning activities in the Foundation Stage and the anticipation raised by the teacher of the Years 1 and 2 class as cress plants were carefully withdrawn from a dark growing box are examples of this.

32 The provision for moral and social development of the pupils is closely linked and is very good. Pupils are made aware of the class and school rules and are aware of the consequences of unacceptable behaviour. They know that it is important to work together and to care for each other. During lunchtimes older pupils sit with younger ones and the older pupils have good opportunities to take on day-to-day responsibilities such as setting up the hall for assembly and working the music and projector. There is an effective system of rewards for good work and behaviour and pupils are awarded badges or certificates which are celebrated during the Friday assembly. Key Stage 2 pupils have attended the Eden Project where they learned about important issues such as environmental responsibility. The school runs a number of sponsorship activities to raise money for good causes such as the National Society for the Prevention of Cruelty to Children in Cornwall. The adults who work in the school provide good social role models in their warm relationships with pupils. Provision for personal and social education, including health education, is good and often visitors from outside the school, such as the local policeman, will participate in this teaching. Pupils learn about hygiene, sex education and the dangers associated with the misuse of drugs. Pupils' education is socially enriched through its links with the local community such as the church and local farm.

33 The school provides good opportunities for the cultural development of its pupils. Work across the curriculum makes a good contribution to pupils' cultural development such as in religious education where they study the faiths of different religions such as Islam, Judaism and Hinduism. Opportunities in geography, history and design and technology have also enabled pupils to develop their cultural awareness. In design and technology, for example, pupils made three-dimensional fabric models of local houses and a church, which were of very good quality, and had constructed an attractive display to celebrate the Chinese New Year. Additionally the history theme days where pupils and staff dress up in Victorian or Tudor dress, offer a very good insight into our cultural past. They also offer good opportunities to compare life in the past with life today. Additional studies of the Roman and Greek cultures provide equally productive learning experiences. In geography there have been class visits to see the water treatment works for Lostwithiel and a local farm visit. Opportunities to develop multi-cultural awareness are satisfactory. The school has had a number of visitors to display a variety of multi-cultural activities including African and Indian artefacts. In geography pupils study a comparison between life in England and in countries such as Kenya, India and Peru. However, the school lacks a wider range of multi-cultural artefacts to enhance pupils' learning in this important area.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34 The school has continued to make good provision for pupils' pastoral care since the last inspection. Pupils benefit from good personal support and guidance, and good attention is paid to their welfare. Staff know the children well and treat them with care and respect. Daily routines run very smoothly, so that pupils can feel secure and thrive. Lunchtimes and playtimes are very well organised. Concerns of parents and governors about the new arrangements for split playtimes are groundless. These arrangements work very well. At playtimes, pupils of both key stages now have plenty of space to move about, while at lunchtimes they still have good opportunities to socialise, and they make the most of these.

35 Procedures for child protection are good. The headteacher has responsibility for this and the school follows local area guidelines. There is a good, clear policy to guide staff, and pupils are taught about keeping safe through circle time, assemblies and visiting speakers.

36 Health and safety issues are well managed in the school. The premises are very well cleaned and maintained so that the children can work and play in healthy, safe surroundings. Any problems are quickly addressed. There are suitable arrangements for administering first aid, and sick or injured pupils are tended with concern.

37 The school has good systems for monitoring attendance and pursuing reasons for absence. Registers are well kept and up to date, and any unexplained absences are chased up on the first day. Parents are very supportive of the school and generally provide reasons for absences without prompting.

38 Good behaviour is very well promoted in the school. Its Christian ethos is well reflected in the consistent approach to discipline displayed by most staff. They are calm but firm in their dealings with pupils, and have high expectations for behaviour in class and around the school. As a result, pupils know the standards set by the school and live up to these exceptionally well. Rewards and sanctions are appropriate and fair. Any instances of bullying are taken seriously and handled firmly.

39 The assessment of literacy and numeracy is good. There is a good system of monitoring pupils' progress in literacy and numeracy through the regular collection of National Curriculum test results in Key Stage 2. From these results teachers can ensure individual pupils are making the progress expected of them and this system is also effective in determining individual targets for pupils. Teachers make ongoing assessments of pupils' progress and these help to guide their planning. Assessment in science, ICT and other subjects is not yet well established. The school has made a start in the collection of pupils' work in portfolios in order to provide examples of work matched to National Curriculum levels.

40 Assessments of pupils' work and progress are used successfully in English and mathematics to inform planning and teaching and to ensure that pupils build progressively on their previous learning. They also enable the teachers to report accurately to parents in the pupils' annual reports. The use of assessments of pupils' work in other subjects is unsatisfactory. Neither teachers nor pupils have a clear picture of the standards which should be achieved in subjects such as ICT and geography and this is limiting pupils' achievement.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41 Overall the school promotes and benefits from a good partnership with parents. The school enjoys the confidence of the parents and their views of the school are good. Many choose to send their children to St Winnow because of its Christian ethos. This good partnership promotes good behaviour and helps to support all pupils' achievements. There is a developing understanding among parents of what their children are doing at school. They value the care shown by staff and are grateful that the majority of children are happy at school.

42 The parents hold varying views about the amount of homework set; some feel there is too much, others too little. Most parents feel that the school promotes an effective open door policy and they are comfortable about approaching the school if problems arise.

43 Annual reports and the ongoing Records of Achievement give good information about the pupils' progress in English and mathematics but the quality of information in other subjects is less precise. However, teachers give additional information about the pupils' progress at interview with the parents. The school provides regular newsletters about events and achievements. Parents are encouraged to help in the classrooms and also with outside visits and have a beneficial impact on pupils' learning. The school has held workshops to explain and help parents understand the curriculum; these have included issues such as the National Literacy and Numeracy Strategies and technology. In turn most parents help their children productively with reading at home. There is a clear school brochure which provides information for parents. The Parent Teachers' Association raises valuable funds for the school.

44 There is a Home School Agreement which sets out the areas in which parents can help and support their children at home. This promotes an effective partnership with parents. The school's systems for initial contact with new parents and the eventual transfer to secondary school are secure and well planned. There are good opportunities for teachers from the secondary school to provide support in areas of the curriculum such as science and ICT. The school works closely with parents of pupils with special educational needs. They are invited to attend annual reviews and discuss their child's progress and future needs. The close co-operation between the school and parents positively supports the good progress that pupils make.

45 Parents are well represented on the governing body and their hard work in support of the school has a beneficial effect on pupils' learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

46 The leadership and management of the school are good overall and have been strengthened since the previous inspection in 1996. In particular, the headteacher, relatively newly in post at the time of the last inspection, has continued to build upon existing strengths in teaching and, through her work as the co-ordinator for literacy and through her example and commitment as a class teacher, has promoted ongoing and effective development of the planned curriculum. The future development of the school is securely planned within a carefully constructed school improvement plan. As a result efforts to continue school improvement and to raise standards have been successful. In addition, with the support of governors, staff and parents, the headteacher has nurtured and sustained an outstandingly warm and productive ethos that encourages the pupils' excellent behaviour and relationships and promotes their very positive attitudes to learning.

47 The headteacher, chair of governors and co-ordinators of special educational needs, early years and mathematics, in particular, provide good educational direction for the work of the school. By developing a team approach to the management of the teaching and learning through the school, the headteacher has strengthened the progression in pupils' learning. However, whilst the headteacher has achieved much this school year, by managing the

creation of the new Foundation Class and by establishing a separate Key Stage 1 class, she has taken too much responsibility for herself. Consequently, she has been less successful in devolving additional responsibilities to colleagues in other subjects and in other areas of management. As a result, weaknesses in the assessment of pupils' work, in subjects other than English and mathematics, in the monitoring of teaching and learning and in the raising of standards in subjects such as ICT, have been insufficiently addressed.

48 Monitoring and evaluation of the school's performance are satisfactory. The headteacher, assisted by the co-ordinators of mathematics and special educational needs and by literacy and numeracy co-ordinators and advisers and consultants from the local educational authority, visits classrooms regularly and monitors the quality of teaching effectively. This has had a very beneficial impact on the quality of the teaching, which has been improved well since the last inspection. Other subject co-ordinators lack such regular opportunities to monitor the quality of teaching and learning in their subjects across the school and this has restricted their ability to promote higher standards. The co-ordination of provision for pupils with special educational needs is good. Provision for children under five in the new Foundation Class has developed successfully. The teacher of the Foundation Class now provides very good leadership in this stage of learning.

49 The school's aims, values and policies are implemented well. The school's aims and values, which are underpinned by a Christian ethos, are shared fully by the whole school community. The staff, with full support from the governors through their visits to the school and through their committees, provide good role models for the pupils. Care and respect for each other are clearly evident in the daily life of the school and this strengthens the pupils' learning.

50 Under the reliable guidance of an experienced chairperson, the governing body meets its statutory obligations well. All pupils benefit from a daily act of collective worship and have their health and welfare needs securely met. The headteacher provides accurate information to governors and through the work of committees such as those for curriculum, personnel and finance, additional funds for literacy and numeracy, for raising attainment, for special educational needs and for staff training and induction are all used effectively.

The staff of the school has significant expertise in providing for the needs of pupils with special educational needs and, with full support from the governors, they ensure that the Code of Practice is met in full for these pupils. However, several of the governors are newly in post, and whilst they make effective contributions at this time, their expertise is not fully utilised by the headteacher, due to a lack of clarity about their roles and functions.

51 The staff of the school know the pupils well and have good awareness of the provision for equal opportunity. Teachers are diligent in planning to include all pupils and to meet their differing needs equitably and effectively. Teachers monitor the performance of pupils well in English and mathematics but assessments of the pupils' work in other subjects are not used satisfactorily to inform future teaching and learning and this is a weakness. The headteacher, senior staff and governors increasingly monitor and evaluate the pupils' performance in national tests at the age of seven and eleven; however, target setting is not fully utilised as a tool to raise expectations and standards.

52 The school is appropriately staffed and teachers and learning support staff collaborate well to extend pupils' achievement. Learning support staff make a particularly strong contribution in supporting the needs of pupils with special educational needs.

53 The accommodation is satisfactory overall and generally supports the teaching of the curriculum effectively. The school is extremely well maintained and its cleanliness supports

pupils' learning. Significant improvements in recent years have enriched the opportunities provided for the pupils. The new Foundation Class is a prime example and the learning of children under five has been considerably improved. Although the children have supervised opportunities to learn from robust play, they lack a secure outdoor area designed for independent play and this restricts their individual physical development. The school has clear plans to provide these facilities in the near future. Pupils in Years 1 and 2 are now taught separately from pupils in Years 3 and 4 and this is another improvement that enables the teachers to target the pupils' needs more precisely. The school hall is well organised but it is narrow, contains the library and is also used for indoor physical education. Occasionally this restricts its use both as a library and as an area large enough for the older pupils to enjoy active exercise.

54 Learning resources are satisfactory in the main and they are extended by good use of the local area for visits, such as those to the Eden Project. The resources for literacy and numeracy are good and resources are generally used well across the school. The main exception is in ICT where computers are under-used in developing the pupils' skills and in supporting their learning in other areas of the curriculum.

55 The school provides good financial control and management. The headteacher, ably supported by a local authority bursar and by the governors' finance committee, manages the funds made available to the school efficiently. Together, they are aware of the impact which fluctuations in pupil numbers can have on the budget and plan carefully over a three-year period. 'Best value' is considered well and the school improvement plan is linked effectively to the budget available. The school's priorities for development are appropriate but governors' and staff expertise are not fully considered when actions are set out and this has delayed improvement, in assessment and ICT, for example. The headteacher, bursar and school secretary ensure clear financial control.

56 Currently, the school has significant reserves. These have been carefully allocated to continue the development of the facilities for children under five - for example, a covered walkway to link the Foundation Class to the main school building and the provision of a secure outdoor area. Funds have also been set aside to protect the staffing of the school during anticipated changes in the numbers of pupils seeking entry to the school.

57 The good quality of education provided, especially the strong teaching, enables the pupils to make good progress. Consequently, in relation to the budget available, the school continues to provide good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

(P) Linked to Key Issues from the previous inspection report

* Issues already identified for development by the school.

58 In order to continue the successful development of the school and to bring all aspects of pupils' achievement to a high standard, the governors, headteacher and staff should:

1 *Raise the pupils' attainments in information and communication technology (ICT) at the end of both key stages and improve its contribution to the wider curriculum by: (paras. 4,5,9,10,21,22,47,54,120-124)

- providing sufficient opportunities for pupils to use computers to aid their learning across the curriculum;
- ensuring that the pupils are taught all strands of the subject;
- ensuring that pupils develop their skills progressively, especially their skills in using computers to control mechanisms and to design patterns.

2 *Continue the development of manageable and effective procedures for assessing and recording pupils' attainment and progress, mainly in subjects other than English and mathematics, and ensure that they are used purposefully to inform future teaching and learning and to raise standards by: (paras. 19,39,40,43,51,98,104,110,114,118,128,134)

- (P)ensuring that current approaches to assessment, including marking, more specifically record the standard of pupils' work and progress;
- including precise statements about the pupils' attainment and progress in all subjects in the pupils' annual reports.

3 (P)*Systematically develop further the role of subject co-ordinators, in subjects other than English and mathematics, so that co-ordinators have sufficient opportunities, and are expected, to monitor the quality of teaching and learning in their subjects across the school and bring all the teaching up to the standard of the best.
(paras. 47,48,51,99,114,118,123,128,134)

59 In the context of the school's many strengths, the following points for improvement should also be considered for inclusion in the action plan: (paras. 48,53,67)

- *continue the very good improvement in the provision for children under five by creating a secure outdoor area where these children can enrich their physical and social skills through independent, robust physical play;
- *improve further the pupils' learning experiences by adjusting the planned morning timetable so that long literacy and numeracy lessons are separated, and enriched by appropriately contrasting learning activities.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 32 |
| Number of discussions with staff, governors, other adults and pupils | 36 |

Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 3 | 38 | 44 | 16 | 0 | 0 | 0 |

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

| Pupils on the school's roll | Nursery | YR – Y6 |
|--|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | N/A | 82 |
| Number of full-time pupils eligible for free school meals | N/A | 14 |

FTE means full-time equivalent.

| Special educational needs | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs | N/A | 5 |
| Number of pupils on the school's special educational needs register | N/A | 18 |

| English as an additional language | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 0 |

| Pupil mobility in the last school year | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 5 |
| Pupils who left the school other than at the usual time of leaving | 2 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 3.4 |
| National comparative data | 5.2 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 0.1 |
| National comparative data | 0.5 |

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

| | | Year | Boys | Girls | Total |
|--|----------|---------|-------------|-------------|-------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | | 2000 | 9 | 6 | 15 |
| National Curriculum Test/Task Results | | Reading | Writing | Mathematics | |
| Percentage of pupils at NC level 2 or above | School | 73 (75) | 67 (75) | 80 (88) | |
| | National | 84 (82) | 85 (83) | 90 (87) | |
| Teachers' Assessments | | English | Mathematics | Science | |
| Percentage of pupils at NC level 2 or above | School | 73 (75) | 80 (100) | 93 (75) | |
| | National | 84 (82) | 88 (86) | 88 (87) | |

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

| | | Year | Boys | Girls | Total |
|--|----------|---------|-------------|---------|-------|
| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | | 2000 | 7 | 6 | 13 |
| National Curriculum Test/Task Results | | English | Mathematics | Science | |
| Percentage of pupils at NC level 4 or above | School | 85 (56) | 85 (78) | 77 (78) | |
| | National | 75 (70) | 72 (69) | 85 (78) | |
| Teachers' Assessments | | English | Mathematics | Science | |
| Percentage of pupils at NC level 4 or above | School | 69 (67) | 69 (67) | 92 (67) | |
| | National | 70 (68) | 72 (69) | 80 (75) | |

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

| | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage | 0 |
| Black – African heritage | 0 |
| Black – other | 0 |
| Indian | 0 |
| Pakistani | 0 |
| Bangladeshi | 0 |
| Chinese | 0 |
| White | 72 |
| Any other minority ethnic group | 0 |

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

| | Fixed period | Permanent |
|------------------------------|--------------|-----------|
| Black – Caribbean heritage | 0 | 0 |
| Black – African heritage | 0 | 0 |
| Black – other | 0 | 0 |
| Indian | 0 | 0 |
| Pakistani | 0 | 0 |
| Bangladeshi | 0 | 0 |
| Chinese | 0 | 0 |
| White | 0 | 0 |
| Other minority ethnic groups | 0 | 0 |

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes**Qualified teachers and classes: YR – Y6**

| | |
|--|------|
| Total number of qualified teachers (FTE) | 4.8 |
| Number of pupils per qualified teacher | 17 |
| Average class size | 20.5 |

Education support staff: YR – Y6

| | |
|---|-----|
| Total number of education support staff | 7 |
| Total aggregate hours worked per week | 101 |

Financial information

| | |
|----------------|-----------|
| Financial year | 1999/2000 |
|----------------|-----------|

| | £ |
|--|--------|
| Total income | 165819 |
| Total expenditure | 168161 |
| Expenditure per pupil | 1911 |
| Balance brought forward from previous year | 15971 |
| Balance carried forward to next year | 13629 |

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|----|
| Number of questionnaires sent out | 82 |
| Number of questionnaires returned | 36 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 64 | 30 | 3 | 0 | 3 |
| My child is making good progress in school. | 42 | 47 | 5 | 0 | 6 |
| Behaviour in the school is good. | 50 | 50 | 0 | 0 | 0 |
| My child gets the right amount of work to do at home. | 28 | 53 | 11 | 3 | 5 |
| The teaching is good. | 53 | 39 | 0 | 0 | 8 |
| I am kept well informed about how my child is getting on. | 53 | 36 | 8 | 0 | 3 |
| I would feel comfortable about approaching the school with questions or a problem. | 61 | 28 | 11 | 0 | 0 |
| The school expects my child to work hard and achieve his or her best. | 47 | 47 | 3 | 0 | 3 |
| The school works closely with parents. | 47 | 39 | 14 | 0 | 0 |
| The school is well led and managed. | 47 | 50 | 3 | 0 | 0 |
| The school is helping my child become mature and responsible. | 58 | 39 | 3 | 0 | 0 |
| The school provides an interesting range of activities outside lessons. | 34 | 34 | 11 | 9 | 12 |

Other issues raised by parents

Most parents who met with inspectors felt that St Winnow was an improving school. They were very pleased by the contribution of all the staff, particularly the teachers new to the school.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

60 Children are offered admittance into the relatively newly established Foundation Class at the age of four on a part-time basis for two terms. Pupils become full-time in the term of their fifth birthday. At the time of the inspection there were 20 children in the Foundation Stage, 13 of whom were under five and 12 of them were attending part-time. A well-thought out induction programme, which includes a home visit by the teacher and an informative 'Starter School Package' for parents, helps the children settle successfully into the clear routines which support their learning at school. The new Foundation Curriculum is followed and taught both rigorously and warmly by the teacher and learning support assistants.

61 Staff complete ongoing assessments to record and evaluate the children's developing skills, particularly during the first weeks at school and at the end of each term. These show that most children start with positive attitudes towards school and towards other people, both adults and children. Overall, most children demonstrate broadly average knowledge, understanding and skill on entry to the Foundation Class. In response to very good teaching an increasing proportion of children are on course to transfer to the main school at the end of their Foundation year with above average attainment.

62 The provision for children under five has been significantly improved since the previous inspection. These children are now taught extremely well in purposefully adapted and well-resourced accommodation and they are offered a rich curriculum designed to meet the needs of very young children. Whereas previously, although well cared for, the children were accommodated in a class with Year 1 and Year 2 pupils, where opportunities for these very young children were more limited and progress was satisfactory, the inspection showed that most children now learn and achieve well in relation to their prior attainment. In response to strong teaching which is very good overall and occasionally excellent, several children now make very good progress, especially in language and literacy and in their numeracy and social skills.

Personal, social and emotional development

63 The provision for the children's personal, social and emotional needs is very good. It is planned carefully to ensure that the individual needs of all pupils, including those with special educational needs and those with above average attainment, are fully addressed. As a consequence, the children feel valued, know that their contributions are appreciated and demonstrate excellent behaviour. The children enjoy excellent relationships with each other and with all the adults who work in the Foundation Class and this has a very beneficial impact on their learning. Teaching in this area of learning is very good and the teacher is careful to ensure an effective balance between learning and working in large groups, in small groups, in pairs and as individuals and this promotes co-operative skills and self-esteem most effectively. The children listen attentively to their teacher and to each other when in whole-class groups and, for example, share ideas about patterns using wheeled toys. The children learn very well from the teacher and from each other. The teacher and learning assistants encourage the children to take responsibility for the resources in the classroom and the children gladly offer their help and show willingness when tidying the 'hospital' role-play area.

Communication, language and literacy

64 Evidence from a scrutiny of work and from observations of lessons shows that by the end of the Foundation Stage most children will exceed the early learning goals in language and literacy. This area of learning is taught particularly well. In response to rigorous but warm questioning the teacher skillfully builds on the children's prior knowledge and extends their understanding and use of vocabulary very successfully. The teacher sets high expectations and encourages the children to use descriptive language, such as when describing 'Big Cousin Bull', a story book character, as 'frightening'. The children reply eagerly to the teacher's questions and readily offer ideas; most demonstrate good speaking and listening skills. Children with significant special educational needs are equally motivated and progress well. The children make good progress in developing their early reading skills. They enjoy having stories read to them, especially from 'Big Books', and in one lesson where the teacher was sharing the story 'Baaboom' by Martin Waddell, the teaching was excellent and learning was fun and was extremely successful. Writing skills are promoted well by using the writing table and by encouraging the children to attempt to record their ideas and to describe their work across the curriculum - for example, by writing about floating and sinking experiments. Most children make good improvements in forming their letters and producing short pieces of independent writing.

Mathematics

65 Teaching is very good in this area of learning and the children make good progress. As a result, although attainment is average overall, an above average proportion of the children are on course to exceed the learning goals by the time they leave the Foundation Stage. The teacher is very skilled in matching work to the needs of this age group. She makes learning enjoyable by encouraging the children to respond to questions by jumping up, putting the correct numbers of fingers in the air and by singing and doing action songs. With support from the teacher and adult helpers, the children show appropriate knowledge of numbers to ten and count accurately when using dice to play the 'Rocket' counting game or when playing a 'Domino' game or when colour-matching bears. By the time they are five, most children have an awareness of addition and subtraction in a practical sense and have a satisfactory ability to use their mathematical understanding to solve practical problems.

Knowledge and understanding of the world

66 Children make very good progress and exceed the learning goals in this area of learning by the time they leave the Foundation Stage. The teaching is very good and is based on detailed planning which provides an optimum level of challenge for all the children. The teaching and learning are focused on extending the children's thinking through direct practical experiences and are enriched by strong but friendly questioning to develop the children's understanding. For example, when studying floating and sinking, the teacher was very careful to explore the children's understanding of words such as 'sinking' and was precise in illustrating learning by encouraging the children to observe and describe real experiments. This enriched the children's understanding and also beneficially promoted their vocabulary and literacy skills. By the end of such a lesson most of the children showed an awareness of scientific enquiry and a level of scientific knowledge well above that normally expected of children of this age. Construction toys are used well and the children enjoy exploring their ideas and creations using the large floor map which carpets part of the classroom. Children develop an appropriate level of computer skill and use the mouse effectively to control programs. By the time they are five the children talk confidently about their homes and about the area where they live and they can also talk about the recent past and present events in their own lives

Physical development

67 Teaching is very good in this area of learning, especially in the physical education lessons in the hall and the supervised playtimes in the playground when children can use large wheeled toys. Most children make effective progress but this is hampered to some extent by the lack of a secure, fenced-off outdoor play area specifically for children under five. Although the children do experience and enjoy outdoor play, they are so closely supervised that a few children may be inhibited from developing their individual, creative and leadership skills; these could be developed more productively in a secure area where such close supervision was not required. However, in response to the very good teaching in physical education lessons, many children show good skills in gymnastics and in using space effectively to exercise their minds and bodies. Learning is extremely enjoyable as the teacher promotes movement through loud music with a strong beat and by rigorous use of the tambourine. The joy in learning in this class has a very beneficial impact on the children's attainment.

Creative development

68 Teaching and learning for creative development are very good. Children have a broad range of experiences in art, craft, music, dance and creative role-play. They make steady progress and, by the time they are five, their ability to use their imagination meets the expectations of the early learning goals. Appropriate opportunities for creative play are provided and these enable the children to share ideas, for example, on how to heal the sick or injured in their 'St. Winnow Hospital' role-play area. During the inspection, examples of the children's art were displayed on the walls of the classroom and in the hall. Their work showing 'coldness' using the colour blue indicated a quality of artwork commensurate with their age and abilities. The children know a satisfactory range of songs and enjoy learning using action songs, especially in mental mathematics sessions. These very young children join in well with the hymns and songs sung during whole-school assembly. A well-organised 'Let's make music' area in the classroom is equipped with an appropriate number of percussion instruments and enables the children to explore their ideas further through play.

69 The teaching of children under five is very good overall and is a strength of the school. The teacher has an excellent awareness of the needs of very young children and uses her outstanding subject knowledge to provide rich learning experiences for them. The teacher deploys the learning support assistants very effectively and together they promote extremely enjoyable and beneficial activities for the children. They sustain and encourage excellent relationships with the children, who feel secure and are happy to come to school knowing that learning is fun and is very worthwhile. The curriculum is planned very effectively and assessments of the children's work are used productively to inform future teaching and learning. The provision for children under five is managed very effectively. The school improvement plan includes the development of a secure outdoor area for these young children and the overall quality of the provision and the children's achievements in the Foundation Class represent substantial improvements since the last inspection.

ENGLISH

70 Pupils' attainments in English are on course to match the average found nationally at the end of Key Stage 1 when pupils are seven years of age, and to be above the national average at the end of Key Stage 2 when pupils are eleven years old. These standards represent a significant improvement over the average standards found at the end of Key Stage 2 at the time of the previous inspection in 1996, and match the standards identified at that time at the end of Key Stage 1. The pupils are improving their performance in response to consistently good and very good teaching throughout the school.

71 The improvement in standard for eleven year olds reflects the substantial rise in pupils' performance shown in last year's National Curriculum tests at the end of this key stage. Current above average standards also continue the trend of rising standards at the end of Key Stage 2 and match the trend found nationally over the period 1996 to 2000. Last year's tests at the end of this key stage also showed that boys were outperforming the girls. However, observations of lessons now show that, in response to strong teaching, there is no significant difference between the performance of boys and girls at eleven years of age.

72 Standards for pupils aged seven years have fluctuated since the last inspection and fell well below the average found nationally in last year's national tests and teachers' assessments. Several factors contributed to this decline in standards, particularly the differing proportions of pupils with special educational needs in successive year groups. In addition, the fact that children aged four, five, six and seven were all taught in the same class made it very difficult for the teacher to challenge pupils at an appropriate level, especially since the introduction of the National Literacy Strategy. However, since September of last year, children under five have been taught separately in the new Foundation Class and pupils in Year 3 have been taught in a separate Years 3 and 4 class. This left the pupils in Years 1 and 2 to be taught in a separate class. As a consequence the new teacher of this class has been able to match work very closely to the needs of these pupils and this has had a beneficial impact on their learning and standards have risen to those identified at the time of the last inspection. Observation of lessons shows that good teaching and well-planned additional teaching and learning support continue to raise the standards achieved by pupils aged seven years and indicate no significant difference between the attainment of boys compared to girls at the end of this key stage.

73 In speaking and listening, pupils aged seven years show appropriate skills of oral expression. They listen to their teacher and peers attentively, and they respond readily and sensibly. The quality of their spoken responses in the literacy hour matches that expected of pupils of this age. Most pupils express themselves confidently when, for example, pointing out rhyming words or identifying what is making various sounds in the story 'The Underground Dance'. The pupils in Key Stage 2 respond in a more mature manner. They show enthusiasm in response to the teachers' rigorous questioning, and when explaining their ideas, their observations are characterised by careful thought and structuring. Within the drama club when there is more opportunity for the pupils to speak more formally, in public, the pupils respond well to this kind of challenge. By the end of the key stage, pupils consider what they hear with care. Their measured opinions about the differences between myths, legends and fables indicate levels of attainment which are above the standards found nationally.

74 In general pupils enjoy reading and use books carefully and thoughtfully. In Key Stage 1, the highest attainers read difficult words such as 'accustomed' and 'enormously' with accuracy and good intonation and the way in which a Year 2 pupil used expression when reading from 'Snow Poems' was impressive. Other pupils of average and below average

attainment showed a developing ability to master new words. Most pupils aged seven years demonstrate satisfactory reading skills. The pupils in Key Stage 2 show a developing ability to read with good expression. They show good awareness of how authors create characters and construct their stories. By the age of eleven, most pupils read with confidence and readily describe their best-liked books and characters, 'Harry Potter' being the current favourite. Overall, attainment is above the average found nationally, with several pupils attaining well above average standards.

75 In writing, pupils in Key Stage 1 show an appropriate awareness of language and its rules and conventions. Higher attainers use joined-up writing neatly but most pupils are printing neatly and legibly. The vast majority of pupils are beginning to identify clear sentences, generally using capital letters and full stops appropriately. The pupils receive satisfactory opportunities to write expressively and their stories and descriptive writing about 'Fighting Dinosaurs' or about 'The Weather' indicate a level of accuracy expected nationally of pupils of this age. The pupils write with increasing accuracy through Key Stage 2, but especially in Years 5 and 6 in response to very good teaching. Pupils in the Years 5 and 6 class order their writing well and generally spell words correctly and punctuate, often quite long pieces of work, accurately. They describe characters such as 'The Demon Headmaster' vividly and set the scene well when writing about 'The Day of the Storm'. The scrutiny of pupils' work revealed a wide range of writing forms which indicated standards which are above those found nationally for pupils of this age. The neat, well-formed joined handwriting used by pupils in Key Stage 2 showed that this aspect, criticised by the last inspection, has been improved well.

76 Most pupils currently in Years 1 and 2 entered the key stage with a broadly average foundation in language, and from that baseline they have made satisfactory progress. By steadily improving their ability to order their thoughts before speaking, through good use of the Home-School reading record and by forming their letters legibly when writing, most pupils have acquired appropriate skill. Observations of lessons in the new Key Stage 1 class now show that, in response to very good teaching, standards are rising rapidly and an increasing proportion of pupils are learning successfully. Pupils are challenged by focused questions and supported by clear links with previous work and this enables them to build on prior learning. As a result, most pupils achieve well. Increasingly, in response to strong teaching, a few pupils achieve very well in relation to their prior attainment.

77 In Key Stage 2, progress over time is good, with most pupils achieving well in relation to their prior attainment. Here also, however, in response to strong teaching, especially in Years 5 and 6, many pupils are now making very good progress in lessons. Already confident speakers, pupils develop a good structured methodology when expressing their views. They listen carefully to each other and to their teachers and politely question the ideas and opinions of others, for example, when discussing 'connectives' and the use of 'powerful participles' to enrich language. Their reading progresses well, many pupils enriching their source of books and reading through membership of a library out of school. Progress in writing has been enriched significantly by an improved approach to the teaching of handwriting developed through the school since the last inspection. Most pupils make good progress in writing, sequencing their ideas well and showing a good awareness of the reader.

78 Throughout the school, pupils with special educational needs have those needs considered effectively by their teachers. In addition they receive good quality and sensitive support from learning support assistants. As a consequence, most of these pupils, including a few with significant learning needs, make the same progress as their peers as they move through the school. Potentially higher attaining pupils are challenged well by the teachers who

ensure a rigorous and consistent expectation and progression in the work through a close and very successful implementation of the National Literacy Strategy.

79 The quality of the teaching is very good overall. Planning and preparation are thorough and the teachers manage and promote the pupils' behaviour most successfully. As a result the pupils respond very well in English. They answer the teachers' questions eagerly, and are enthusiastic when they meet new work. Their ability to learn is maximised through their high motivation, and their enthusiasm for books. The teachers encourage the pupils' love of books from the moment they start school in the Foundation Class, where the children soon learn that reading from 'Big Books' is fun and very rewarding. These large text 'whole class' readers are used throughout most of the school before giving way to the sophisticated fiction older pupils enjoy.

80 The teachers question the pupils closely and extend their thinking well. Teachers share lesson objectives fruitfully with the pupils at the beginning of lessons and revisit them purposefully in the plenary sessions, where new learning is considered at the end of the lesson. This close adherence to the National Literacy Strategy is beneficial in establishing a clear progression in teaching and learning throughout the school. This is having a very positive impact on the pupils' learning. Very few less effective aspects of teaching were noted in this subject, except perhaps that a few introductory sessions were a little too long and the Literacy Hour extended well beyond the hour, taxing the pupils' skills of concentration. Teachers mark work in this subject carefully, often setting targets for specific areas of improvement. Homework, especially reading, is set and is encouraged regularly across the school. It makes an effective contribution to pupils' learning.

81 The headteacher, as co-ordinator, provides good leadership, both by her advice and by her example as a teacher. With effective support from the local education authority, she has ensured that all staff receive appropriate training in the National Literacy Strategy. This has had a beneficial impact on the pupils' learning across the school. Planning is good in the long, medium and short term, promoting the pupils' progress and development successfully over time. The teachers use assessments of the pupils' work well to identify future learning needs and to ensure that pupils build progressively on their previous learning. National test results are evaluated to monitor and to raise standards but target setting is not used to best effect in raising standards and expectations.

82 Learning resources are good. The pupils' reading is enriched by a good range of good quality books and the pupils' writing, punctuation and grammatical skills are supported effectively by published texts. The library has a satisfactory range of reference books but it is located in the main hall and is not readily available as a place of quiet study and this limits its use in supporting the pupils' research skills. The scrutiny of pupils' writing in books and on display in the classrooms shows that ICT is used effectively to enhance the presentation of pupils' work but computers were under-used during the inspection to support the pupils' acquisition of skills.

83 Literacy is developing well through both English and several other subjects of the curriculum, particularly mathematics, history and physical education, where whole-class discussions and the teachers' questioning and use of technical language extend the pupils' vocabulary. Writing skills are promoted well in history and in religious education but little extended writing takes place in science. Overall, however, the quality of the pupils' literacy

skills and of their work in English is much improved, across the whole school, since the last inspection.

MATHEMATICS

84 The results of the 2000 national tests for seven year olds indicated that standards were below national expectations. This was also the case when standards were compared with those of similar schools. Trends over the last four years show that standards in the national tests for seven year olds fell in 1997 and 1998, but rose in 1999. However, there was a significant variation in standards between boys and girls, with boys' attainment being significantly below that of the girls.

85 The results of the national tests for eleven year olds showed results which were above the national expectations and were well above average when compared with similar schools. The trends in pupils' performance over the last four years in the national tests for eleven year olds showed that, following a drop in standards in 1997, results have improved every year since then. During the last three years there have been no significant differences in the performance of boys and girls. The test results indicate that the teachers in Key Stage 2 have been more successful in challenging all pupils than teachers in Key Stage 1; consequently pupils have achieved higher standards in Key Stage 2.

86 Inspection evidence now shows that the pupils' attainment is on course to be well above the national expectation for eleven year olds. This represents very good improvement since the last inspection when standards in mathematics were found to be satisfactory.

87 Observations of lessons and scrutiny of pupils' work indicate that there is good attainment in all classes and this is also an improvement on the findings of the last inspection. Pupils in Key Stage 1 have a sound knowledge of the 2 and 5 times tables and recognise and use numbers to 100. They are able to use mathematical language effectively, predicting and making estimations when weighing objects.

88 In the early part of Key Stage 2 pupils are able to multiply two-digit numbers accurately and recognise that in multiplication the numbers can be reversed. Those pupils with special educational needs are well integrated into the lesson and their learning is supported effectively through discussion with classroom support staff. By the age of eleven a significant proportion of pupils shows good attainment; they are able to use mathematical language well and are confident when explaining their strategies for calculating areas of compound shapes. Pupils partition two-digit numbers when multiplying and are confident in suggesting personal methods for calculation.

89 Attainment of pupils overall in mathematics is very good. The work is well matched to their prior attainment and there is challenge for the higher attainers. Pupils with special educational needs make good progress: they receive valuable support and the work is well matched to their needs and prior attainment. Work in mathematics supports other subjects. Whole-class mental mathematics develops pupils' listening skills and targeted questioning creates situations when pupils have to respond using their own strategies for solutions.

90 The pupils' very good behaviour supports their learning, and they take part in activities with interest and commitment. When required they settle well to group and individual activities, and are able to discuss tasks, showing good understanding of basic skills.

91 Teaching is good at both key stages. All teachers have a sound understanding of the requirements of the National Numeracy Strategy and promote pupils' very positive attitudes successfully. Most lessons begin well with good pace, and all teachers share the learning objectives with the pupils so that they are well aware of their involvement. This enriches the

pupils' learning and shows the pupils how successful they are in building upon their prior knowledge. Teachers make good use of questioning and are able to adapt this for all levels of prior attainment within the class. Pupils respond to questions with confidence but the teachers do not encourage pupils to explain how they reached their answers sufficiently and this occasionally limits progress. Support staff complete useful assessments of pupils' responses and the pupils are encouraged to share their learning with other groups. This has a positive effect on the pupils' progress. Most pupils learn well from their teachers and from each other. Teachers make careful explanations of tasks in the main activities, and support groups or individuals through discussion. This focused teaching ensures that pupils make good progress.

92 The co-ordinator and numeracy governor ensure that the subject is managed well. Planning is effective in ensuring coverage of the subject and the requirements of the National Curriculum are met in full. The teachers have recently begun to identify assessment tasks in their planning and this is helping them to monitor the pupils' progress. Individual pupils' progress is monitored productively. The co-ordinator supports staff well through regular contact. She has monitored and supported teaching, and this has helped to develop consistently good teaching across the school. The co-ordinator has identified staff needs and this has created a focus on issues for next year and continues the momentum of improving provision. There have been useful numeracy workshops for parents to explain the National Numeracy Strategy. The co-ordinator recognises the need to show parents the developing impact of numeracy on the curriculum.

93 There was little evidence of ICT being used effectively to support teaching and learning in mathematics and this is a weakness. Resources for mathematics are good overall.

SCIENCE

94 Standards of attainment in the 2000 National Curriculum teachers' assessments for seven year olds were similar to the national average. Nine out of ten pupils reached the nationally expected standard of Level 2 and just over a quarter achieved the higher Level 3 standard. The results of last year's National Curriculum tests for eleven year olds were just below the national average, with eight out of ten pupils achieving Level 4. The proportion achieving the higher Level 5 standard was three out of ten, which was similar to the national average. Over the past five years results in the National Curriculum tests for eleven year olds have varied but in general there has been a steady rise in attainment in line with the national trends.

95 One lesson was observed in the Years 1 and 2 class during the inspection. Pupils are beginning to use a more sophisticated scientific vocabulary appropriately when making observations and in their discussions with their teacher. They are also beginning to make predictions effectively as to what might happen in their investigation and to produce reasons for their decisions. The pupils in the Years 1 and 2 class had planted cress seeds and were investigating the growing conditions by changing the amount of light or water. They remembered correctly that plants need sunlight and water and that the green within the leaves had a connection with the availability of sunlight. Their recording skills are developing satisfactorily and they were able to write about their findings and explain why the plants grown in the dark had turned out differently from those grown under normal conditions.

96 By the age of eleven, pupils, including those with special educational needs, have made satisfactory progress and are able to set out their investigative work with increasing accuracy and begin to take greater care with the presentation of their work. They produce well-proportioned and clearly labelled diagrams and set out their measurements accurately in table form. Most pupils are familiar with the notion of a fair test and can explain why these

are necessary and how to ensure the results are meaningful. The Years 3 and 4 class were investigating the conductivity of materials. They worked very well in groups of four, confidently making up their circuits and testing a variety of conductors and insulators. They predicted outcomes and guessed that most metals would conduct electricity. Pupils in the Years 5 and 6 class had been using equipment to monitor the temperature in different parts of the school building. These readings were printed out using ICT and spreadsheet software and graphs were displayed so that clear and accurate comparisons could be made between the readings around the school. In the lesson observed, pupils were using data-logging equipment capably to investigate the variation in temperature of a mixture of ice and water. They were sharing the equipment with care and could make considered and appropriate judgements concerning their findings.

97 Since the previous inspection the school has made satisfactory progress in implementing a curriculum which meets the statutory requirements, although standards have remained the same. A new scheme of work has been introduced but has not yet been in use long enough to have made a significant impact on standards. The units of work are planned over a two-year cycle to accommodate the two-year grouping within classes. Much of the science is work-sheet based and this restricts the pupils' development of an independent and creative style of presentation, limits the quantity of work that pupils can produce and confines them to a narrow approach to investigative work.

98 The quality of teaching is good throughout the school. Teachers' subject knowledge overall is good and this enables them to give clear explanations of scientific processes and expectations of what they want their pupils to do. This has a positive impact on the pupils' learning which in the lessons observed matched the quality of teaching. The management of pupils is very good and in all the lessons observed pupils settled to their practical activities efficiently, helped by the teachers' explanation of tasks to be carried out and through the good provision of resources. Classroom assistants are used very effectively and pupils with special educational needs are well supported so that they make satisfactory progress in their investigative work. In general ICT is under-used. Pupils do not make full use of CD-ROM reference material nor general software such as word processing to help them to present their work and this restricts their learning. The development of numeracy skills in science is also limited as pupils have few opportunities to illustrate their findings as graphs or to compare measurements they have taken. The use made of assessments of the pupils' work is unsatisfactory, and is insufficient to inform future teaching and learning. This has a negative impact on the pupils' attainment and progress. Teachers have not developed the good assessment practice used in literacy and numeracy and they have insufficient information concerning individual pupils' progress.

99 The management of science is satisfactory but there is no development plan for the subject nor is it a priority within the school's improvement plan. Little in-service training has taken place as literacy and numeracy have dominated teachers' professional development during the past two years. Resources are satisfactory but lack additional collections of posters and photographs illustrating science topics.

ART AND DESIGN

100 As only one lesson was observed during the inspection it is not possible to make an overall judgement of pupils' attainment in art and design. Standards of attainment in both key stages during the last inspection were in line with national expectations, with some good features. The subject retains an appropriate place in the school curriculum.

101 The scrutiny of a small sample of the pupils' previous work shows that pupils experience an appropriate range of materials and techniques, including sewing skills and clay activities. Art is used effectively to enrich learning across other areas of the curriculum, such

as observational drawings of historical artefacts and paintings based on project work linked with the sinking of the Titanic. There is evidence of high quality appliqué work on display and photographic evidence shows that pupils have worked with artists on large sculptures using withies and tissue paper techniques. However, there was insufficient evidence overall to evaluate the quality of individual pupils' skills and to assess their rate of progress.

102 In Key Stage 1, pupils are able to recognise technical terms, such as block and template, relating to skills involved in creating a picture based on their own observational drawings. They know how to create their own patterns and are able to describe the qualities of different textures observed in a range of materials.

103 The teaching and learning were good in the lesson observed. The teacher was well prepared, promoted positive attitudes and showed good knowledge of the subject. Overall, however, there was insufficient evidence to judge the quality of teaching and learning across the school. In the lesson seen, and when questioned, the pupils showed positive attitudes and talked about the subject with enthusiasm.

104 At the time of the inspection the headteacher fulfils the role of the co-ordinator satisfactorily. Under her guidance the school has adopted the QCA's recommendations as a basis for the school scheme of work, but hopes to make additions to this to meet the pupils' needs. Very little assessment of pupils' artwork is taking place. This restricts the teachers' knowledge of pupils' skills, making them less able to identify the pupils' specific skills which need to be improved and this limits the pupils' progress. The co-ordinator does not monitor teaching and is, therefore, less able to support colleagues in improving their practice. Collections of pupils' work are at an early stage of development and the standard of the pupils' skills is not matched against National Curriculum levels. Sketchbooks are in use in Key Stage 2 but at the time of the inspection had not been introduced into classes in Key Stage 1. However, display in the school is of a high standard and adds to the value of pupils' work, but, except in the Foundation Class, there is little evidence of pupils being involved in the arrangement of displays. Resources are good, are maintained well by the co-ordinator, and are easily accessible to staff and pupils.

105 Overall, however, the limited evidence indicates that insufficient emphasis is placed on pupils' acquiring skills progressively as they move through the school.

DESIGN AND TECHNOLOGY

106 The timetable during the inspection made it possible to observe only two lessons. These, together with evidence from teachers' planning, the scrutiny of pupils' work and discussion with the co-ordinator and pupils, indicate that standards are in line with national expectations in both key stages. By the age of seven years, pupils have developed satisfactory skills in the use of tools, had experience of a variety of construction materials, enjoyed a cooking activity and had experience of using commercial constructional kits. They are beginning to plan and to evaluate satisfactorily during their design and making activities. Pupils in the Years 1 and 2 class were involved in making peg dolls as part of a history lesson where they looked carefully at examples of old toys. They were able to draw up plans of their requirements, drew pictures of their intended completed doll and evaluated their finished work.

107 By the age of eleven, pupils have made satisfactory progress in widening their use of both tools and materials. Pupils in the Years 3 and 4 class were involved in making pop-up books. They were designing a variety of pop-up mechanisms from paper, prior to using their designs with card. Some of the designs worked well but a lack of time to complete their work meant that their progress was restricted. In the design and technology unit of work on shelters the pupils in the Years 5 and 6 class evaluated their constructions where they had used square section wood to make a 'Robinson Crusoe' hut with lapped ply wood, card and reinforced corners. Years 5 and 6 pupils have developed good skills in the use of fabric and fabric collage. There were excellent examples of countryside collages, three-dimensional houses made from fabric and greenhouses constructed from square section wood containing flowers made from fabric.

108 In the lessons observed and when questioned, the pupils showed good attitudes and behaved well. They enjoyed learning together and from each other and behaviour was good. Overall, most pupils, including those with special educational needs, learn effectively and achieve satisfactorily in relation to their prior attainment. Occasionally, however, a limited amount of time and an insufficient emphasis on pupils acquiring appropriate skill restricted learning.

109 Satisfactory progress has been made in the management of the subject since the previous inspection. One improvement has been the introduction in September 2000 of a scheme of work. However, this scheme has not been implemented long enough to have had any significant impact on the pupils' standards.

110 Teaching is satisfactory overall. The teachers' knowledge is satisfactory and their use of support staff and resources is good. The assessment of pupils' work in the subject is unsatisfactory because teachers do not make sufficient use of these assessments to plan future teaching and learning. As a result they are less able to identify those skills which pupils need to improve, restricting the pupils' progress.

GEOGRAPHY

111 One geography lesson was observed during the inspection; judgements are based on this and on the scrutiny of pupils' work and discussion with staff and pupils. Pupils in Key Stage 1 are introduced to maps and simple geographical features through an island study and there are good links with literacy skills in this study. Pupils learn about the wider geographical context satisfactorily through studying jobs people do, people they know at school and the local area. The pupils' standards of attainment at the age of seven years are in line with national expectations.

112 Throughout Key Stage 2 pupils progress appropriately in their knowledge and understanding. Their standards of attainment at the age of eleven are in line with national expectations. Pupils are becoming familiar with common geographical features such as estuary, source and valley, and have a satisfactory knowledge of significant places and environments, such as oceans, seas, continents and mountain ranges. They have carried out satisfactorily a comparative study of a less economically developed country such as Trinidad and Tobago or Pampa Grande in Peru as well as a local study of their immediate environment of Lostwithiel. By the age of eleven pupils have also carried out a satisfactory study of water's effect on the coastal regions and made good use of local resources such as the reservoir and water treatment plant in their study of their own region. Pupils in the Years 5 and 6 class knew how the sea affects coastal regions through erosion and depositional processes. They were able to recognise particular coastal regions on a map by making use of the map key. Teachers in Key Stage 2 have made good use of an excellent local

resource, the Eden Project, which enables pupils to appreciate the importance of different environments and how the variety of plants and trees adapt to their growing conditions.

113 In the lesson observed, teaching was good. The teacher promoted the pupils' good attitudes, behaviour and learning. The teacher used questions well to draw out and extend the pupils' knowledge and understanding of coastal erosion. Overall, however, teaching is judged satisfactory because of the pupils' satisfactory progress over time.

114 Since the previous inspection there has been satisfactory progress in the management of the subject. The school has adopted the QCA's recommended scheme of work as from September 2000 but this has not yet had a significant impact on standards. There has been improvement in resources. Additional opportunities to study aspects of other countries make a sound contribution to pupils' cultural development. The residential trips that the school organises for pupils in Years 5 and 6 supplement the school's resources well and extend the pupils' learning. The co-ordinator gives a satisfactory lead to the subject but, as yet, procedures for using assessments of pupils' work to identify future teaching and learning needs are unsatisfactory. Consequently the pupils' acquisition of skill is insufficiently developed. The co-ordinator monitors planning, offers advice to colleagues and maintains sufficient resources. However, she has insufficient time to observe, evaluate and support teaching and this is a weakness because it restricts her ability to help colleagues to improve their teaching. The subject lacks a written development plan and this is restricting the raising of standards.

HISTORY

115 During the inspection two lessons were seen. In addition a scrutiny of planning and pupils' work suggests that pupils make satisfactory progress in both key stages and standards for pupils aged seven and eleven years are in line with national expectations. These findings are broadly the same as those found at the time of the last inspection, when some good features were also recorded. Pupils with special educational needs receive sensitive support and also make satisfactory progress.

116 In Key Stage 1 there are examples of cross-curricular links between history and design and technology when pupils are involved in making peg dolls. The scrutiny of pupils' work shows that pupils in the Years 5 and 6 class have been finding out about evacuation during World War 2, referring to a range of sources of information, such as related artefacts, a gas mask, the school log book and an internet link with the Imperial War Museum web site. They make satisfactory progress in acquiring skills of historical research. Pupils show keen interest in local information and have a good level of understanding about life during the war and its effects on people living at that time.

In the Years 3 and 4 class pupils are finding out information about Christopher Columbus and the discovery of the West Indies. They found facts from reference materials, identifying missing key words in sentences in a writing exercise related to the travels of Columbus.

117 The overall standard of teaching and learning is satisfactory. Teaching in Key Stage 2 is good. Teachers have good subject knowledge and this helps them convey factual information and explain to pupils when and why events happened. Most pupils are enthusiastic and listen with interest. Consequently learning is successful.

118 The co-ordinator provides satisfactory leadership. She has adopted the recommendations of the QCA and intends to supplement this scheme of work with plans from the school's existing curriculum. A start has been made to collect examples of work to demonstrate progress in the subject, but at the time of the inspection the work had not been matched against National Curriculum levels to show the standard reached. As a result the pupils do not have a clear awareness of the teachers' expectations and this limits progress.

The co-ordinator has insufficient time to monitor the quality of teaching and learning across the school and this is restricting her ability to help colleagues to focus on pupils' skills. This is delaying the raising of standards.

119 Resources are satisfactory and good use is made of local loan services and of resources shared with the cluster schools to enrich pupils' learning. Examples of pupils' extended writing show that work in the subject is contributing effectively to pupils' literacy skills but also reveals that several pupils could attain higher standards.

INFORMATION AND COMMUNICATION TECHNOLOGY

120 At the age of seven, pupils' attainment is below national expectations. Pupils are working with a narrow range of software in information and communication technology (ICT) to support their learning in other subjects. Similarly, at the age of eleven, pupils' attainment is below national expectations. Until recently, throughout Key Stage 2, pupils have not been offered the expected variety of software in order to develop their ICT skills satisfactorily. Pupils are more competent in aspects of communicating information through the use of word processors, desk-top publishing and accessing information from the Internet, than in other aspects of the programme of study. In the previous inspection pupils' attainment at the age of eleven was in line with national expectations. Government expectations in ICT have increased and the curriculum has become more challenging but the school has not kept pace with this demand and standards have not improved.

121 Pupils in the Years 1 and 2 class were using a graphics program satisfactorily to produce a poster to advertise their puppet show. With help they were able to place the text frame in a chosen position and enter appropriate text and make changes. They could access some of the graphics tools to enhance and embellish their poster. Evidence from the scrutiny of their work shows that pupils have satisfactorily printed out information from a CD-ROM encyclopaedia in connection with animals and used the word processor for descriptions about themselves to support a unit of work in science. Other activities such as information handling, modelling patterns and controlling mechanisms are under-represented, however.

122 Within Key Stage 2 pupils are offered insufficient opportunities to use ICT to help their learning in other subjects. In the Years 3 and 4 class word processing has been used to describe the investigation in testing the strengths of materials and some effective graphics were on display to illustrate the sinking of the Titanic.

Progress from Key Stage 1 to Key Stage 2 in word processing skills is unsatisfactory and there is no sign of the expected increase in use of word processing facilities, such as a mixture of graphics with text, and variation in layout and formatting of text. Similarly in the Years 5 and 6 class, progress in the use of ICT for communication is unsatisfactory. There is a small amount of desk-top publishing, such as the production of newspaper-style material with columns of text and graphics. Pupils have good access to the Internet and this is well used to support research in evacuees in history and details of coastal regions in geography. Details of Francis Drake had been accessed through the Internet, but there was no editing of the text obtained or customising for the pupil's own presentation. There are very few opportunities for the pupils to use databases, control technology and modelling software. During the inspection the pupils in the Years 5 and 6 class were carrying out some excellent monitoring activities, however. These were linked to science and they were using data-logging equipment on loan from the secondary school to carry out their investigations. They were able to plot graphs of temperature changes in water, sand and soil, make predictions and draw conclusions from the graphs printed out.

123 Two lessons were observed during the inspection and in these the teaching and learning were very good. However, teaching and learning are unsatisfactory overall as the

pupils, including those with special educational needs, do not make expected progress and standards are below national expectations. Teachers' subject knowledge is unsatisfactory. However, they have made a start with a more rigorous approach to the use of ICT and have undertaken ICT in-service training under the New Opportunities Funded ICT Scheme. At this time, they lack familiarity with the available software, and the units of work are only recently being taught. ICT activities are not fully integrated into curriculum areas. Work in ICT lacks an effective system whereby assessment of pupils' skills is used to inform teaching and learning; this is unsatisfactory and is restricting pupils' achievement.

124 The school has made some progress since the last inspection in the provision of hardware and software and the management of the subject is just satisfactory. Recently, programmable robots had been purchased to offer the pupils opportunities to develop skills in controlling mechanisms. Internet access is now available to pupils in three classes, from Year 1 to Year 6. The school has also adopted the national scheme of work since September 2000, although its implementation has not yet had an effect on the standards of ICT within the school. The school has an appropriate four-year development plan for the subject. Targets are clearly defined but how the budget available is to be used to achieve these targets and the stepping stones to improved provision are not identified. Overall, resources for learning are satisfactory.

MUSIC

125 Three lessons in music were observed during the inspection. Inspection findings are also based on discussion with staff, extra-curricular activities and assemblies. From this evidence it is clear that pupils, including those with special educational needs, make good progress in music and attain above average standards by the age of eleven. This is similar to the standards of the last inspection. The quality of singing and instrumental playing is good and pupils sing tunefully and are aware of rhythm and pitch. In assemblies, pupils are able to sing confidently in two parts. The school follows the scheme of work developed by the QCA and music is well developed throughout the school.

126 There are additional and useful opportunities for pupils to learn to play stringed instruments. These lessons are led by a peripatetic music teacher who comes into school regularly. The timetable is organised so that pupils do not miss the same area of the curriculum each week. In the lesson observation in Key Stage 1 pupils could distinguish changes in pitch and use instruments with confidence as part of the story of Goldilocks and the Three Bears. In the Years 3 and 4 class pupils used notation and clapped rhythm using crotchets, quavers and rests. In the Years 5 and 6 class pupils made accurate decisions about composition and worked competently together in groups in preparation for a final performance using repeated patterns in music.

127 Encouraged by the teachers, the pupils show good attitudes to learning. Pupils participate well and demonstrate real enjoyment and interest, and behaviour is good.

128 During the inspection three lessons were observed, two of which were taught by the same teacher. This teacher is skilled and shows good understanding of the subject. Her enthusiasm encourages and stimulates pupils to reach higher levels of performance. The overall quality of teaching is good. Lessons are carefully planned and build on pupils' learning. Learning objectives are shared with pupils and in most cases the pace of teaching is brisk. Pupils use music vocabulary, for example, 'ostinato', 'slur', 'chord', 'discord' and 'timbre' and this also enriches their literacy skills. The curriculum is extended by visits from

musicians who provide workshops, and violinists from the school take part in local festivals and shows. Pupils also have the opportunity to play the recorder. These opportunities and experiences develop the pupils' skills well and strengthen their learning. The co-ordinator also provides specialist teaching. She provides effective leadership and supports colleagues well. However, she lacks the opportunity to monitor standards across the school and this limits her impact on pupils' attainment. Assessments of pupils' skills are not used to best advantage in promoting higher standards.

129 Overall, resources are satisfactory and the quality of recorded music is high, stimulating pupils to listen with interest and enjoyment.

PHYSICAL EDUCATION

130 By the age of seven, and again at eleven, most pupils attain the standard normally expected of pupils of their age, and generally achieve satisfactorily in relation to their prior attainment. The pupils' attain the nationally expected standard in swimming at the end of Key Stage 2, an area of learning not provided at the time of the last inspection. The pupils' attainments in games and gymnastics match those identified during the previous inspection. Observations of lessons show that, in response to good teaching, which includes an improving emphasis on the teaching of skills, most pupils, including those with special educational needs, are now making good progress, particularly in gymnastics.

131 The pupils in Years 1 and 2 have appropriate control of their bodies in gymnastics. They move with effective co-ordination and demonstrate a good awareness of space when running in the long but narrow school hall. They follow instructions carefully and with prompting from the teacher exhibit good appreciation of each other, as they change direction and ways of moving. Pupils in Years 5 and 6 show the skills expected nationally of pupils of this age when, for example, they use playground hockey sticks to trap and pass lightweight balls. They demonstrate appropriate awareness of the 'passer' and the 'receiver' and keep their eyes well focused on the ball when dribbling between obstacles. Pupils in Years 3 and 4 responded particularly successfully to the teacher's high expectations and demonstrated good progress in the acquisition of skill when controlling landings or ending movements such as forward rolls. In all the lessons observed, boys and girls showed similar levels of skill and responded equally positively to make good progress.

132 The pupils' attitudes to learning never wavered and were very good overall. Pupils enjoy their lessons, concentrate well, try hard to improve their skills and collaborate well in pairs or groups. These very positive attitudes and relationships are warmly nurtured by the teachers and undoubtedly underpin their successful learning. The pupils readily offer their help in setting out apparatus such as floor mats and are quick to respond when the teacher asks for assistance in collecting small games equipment at the end of the lesson. The pupils show eagerness to respond to the teachers' questions, and enjoy demonstrating their developing skills in rolling or handling hockey sticks. The teacher utilised these qualities productively in the more successful lessons, particularly in the Year 3 and 4 gymnastics lesson where the pupils reached higher than average standards in their floor work in response to the teacher's prompting.

133 The quality of teaching varied from good to very good and was good overall. Warm relationships between the teachers and pupils and between the pupils themselves enriched the learning. The teachers were careful to challenge and to question the pupils rigorously. This had a positive impact on the pupils' learning and encouraged the pupils to improve the quality of their performance. Occasionally there was insufficient emphasis on the acquisition of skill but observations of lessons and discussion with teachers and pupils generally indicated an increasing and effective concentration on pupils developing skills systematically.

The teachers' management of the pupils' behaviour was excellent and created an atmosphere in which skills might have been promoted even more successfully.

134 The teachers plan their lessons thoroughly and the curriculum is appropriately based on the local authority's scheme of work. The inclusion of swimming tuition during the autumn term meets the statutory requirements. The curriculum is further enriched by a satisfactory number of sports clubs out of school hours and the drama club also includes useful dance opportunities for those who wish to attend. The teachers assess the pupils' efforts through questioning in lessons, but these are rarely recorded and are not used effectively to inform future teaching and learning. Leadership has a satisfactory impact overall, at this time. The relatively new co-ordinator is now having a strong influence on the subject through her direct teaching in two other classes. She has insufficient time, however, to monitor the quality of teaching and learning across the whole school and this restricts her ability to help colleagues to focus fully on promoting pupils' skills. Resources for learning are satisfactory. The school hall is well organised but it lacks width, especially when older pupils are working, and the school playground is adequate in accommodating a whole class. Children under five have beneficial specific physical education lessons in the hall and enjoy large wheeled toys under supervision in the playground but they lack a suitable secure area for independent play.