

INSPECTION REPORT

ROCHE COMMUNITY PRIMARY SCHOOL

Roche

LEA area: Cornwall

Unique reference number: 111887

Headteacher: Mr C Mitten

Reporting inspector: John Ayerst
3832

Dates of inspection: 5th June – 9th June 2000

Inspection number: 189686

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	5 - 11
Gender of pupils:	Mixed
School address:	Fore Street Roche Bodmin Cornwall
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs M Dennison
Date of previous inspection:	7 th October 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
John Ayerst	Registered inspector	Art	The characteristics of the school
		Music	The school's results and pupils' achievements
			How well pupils are taught
			Curricular and other opportunities offered to pupils
			Leadership and management of the school
Leigh Barclay	Lay inspector	Equal opportunities	The school's care for its pupils
			The school's partnerships with parents
Valerie Emery	Team inspector	English	
		Geography	
		History	
		Physical education	
		Religious education	
		Children aged under five	
David Tomkins	Team inspector	Mathematics	Pupils' attitudes, values and personal development
		Science	
		Information technology	
		Design and technology	
		Special educational needs	

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PART A: SUMMARY OF THE REPORT

Information About The School

Roche Community Primary School is an average sized school of 228 boys and girls of 4–11 years of age. The catchment is mixed, but in the main the school covers a lower than average socio-economic area. The proportion of pupils eligible for free school meals is, however, below average. Taken together, pupils' attainment on entry is well below that found nationally. The proportion of pupils on the school's register of pupils with special educational needs, and the numbers of pupils with statements for special educational needs, are both above average. The main concern of the school, as stated in its aims, is to develop the academic potential and personal maturity of every child and to prepare them for life long learning. No pupils have English as an additional language. The school works hard, with mixed success, to forge strong and effective links with its local and the wider community.

How Good The School Is

Roche is an effective and improving school that makes good provision for its pupils. Although pupils' attainment on entry is well below average, standards of attainment at the end of Key Stage 2 are broadly in line with national expectations and are improving year by year in line with the national trend. Pupils make good progress in English, mathematics and science and mostly satisfactory progress in other subjects. Good provision is made for pupils with special educational needs. The headteacher is well supported by staff and governors. The school provides good value for money.

What the school does well

- In most lessons the standards of teaching are good. There are examples of very good, and occasionally excellent, teaching in a number of subjects and particularly in English, mathematics, science and for children aged under five.
- Most teachers make good use of assessment to monitor pupils' progress in English, mathematics, science and for children aged under five.
- Pupils enjoy school and have positive attitudes to learning; behaviour is good.
- The school benefits from very good leadership, with a commitment to the promotion of high standards and school improvement.
- There is good provision for extra-curricular activities.
- Roche is a caring school, where pupils respect the feelings, values and attitudes of others.
- The spiritual, moral, social and cultural development of pupils is well provided for. In particular, the provision for pupils' moral and social development is very good.
- The school works very well in partnership with other schools and colleges.

What could be improved

- Assessment is not always used effectively in some subjects to plan for the needs of different pupils in mixed age classes.
- Curriculum frameworks do not provide sufficient detail for planning, particularly for the mixed age classes.
- Parents of pupils with special educational needs are not sufficiently consulted at all stages.
- The school recognises the need for a scheme of work for personal and social education.
- The school has also recognised a deficiency in the range and suitability of software for information technology and has plans to improve the provision in the near future.

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

How The School Has Improved Since Its Last Inspection

Standards have risen consistently in English, mathematics and science over the last three years in line with national trends. Most of the key issues from the last inspection have been addressed and improved. Pupils now make satisfactory progress in geography and religious education. Teachers' marking is generally consistent and accurate. The provision for spiritual and cultural development is generally good and the school makes satisfactory provision for promoting awareness of multicultural issues. The procedures for monitoring pupils' personal development are informal, but satisfactory. In general, the school development plan is of good quality. Assessment is used well for planning by many teachers, particularly in English, mathematics, science and for the U5s, but it is not used consistently well in some classes and in all subjects. Resources are still deficient in English, information technology and music, but are shortly to be improved.

In general, the quality of teaching has improved since the last inspection. There has also been good improvement in a number of other areas identified in the school's own reviews. For example, in the development of the school's involvement in the community, in bringing about the significant improvement in accommodation that is imminent and in the successful introduction of literacy and numeracy strategies. Taken overall, the school has made good progress since the last inspection.

Standards

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	D	C	C	C
mathematics	D	B	D	D
science	C	A*	B	B

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

In the 1999 national tests at the end of Key Stage 1, the average of all pupils' results was well below the national average in English and below the average in mathematics. It was well below average for both subjects in comparison with similar schools. In the tests at the end of Key Stage 2, the latest information indicates that standards are in line with the average for English, below average in mathematics and above average in science. The results in all subjects show steady improvement over the last three years that is in line with the national trend. Evidence of lessons seen and pupils' work broadly confirms the test results.

Attainment on entry to the reception class is generally well below average and there are significant weakness in many areas of learning. By the time they enter Year 1, children have improved their attainments, but are still below the expected standards for their age. At Key Stage 1, most pupils make satisfactory progress in English, mathematics and science and good progress at Key Stage 2. Progress is mostly satisfactory in other subjects, but there are shortcomings in music and in information technology. Skills in literacy and numeracy are satisfactorily developed and used with increasing effectiveness across the curriculum as pupils move up the school. The school is working well towards its agreed targets. Indeed the targets for 2000 have already been achieved in 1999.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy coming to school and have good attitudes to schoolwork. In class and around the school, pupils are aware of the school's expectations and are keen to achieve them.
Behaviour, in and out of classrooms	Overall, pupils' behaviour is good. Pupils behave well in response to good teaching, but can behave less well when teaching is less effective.
Personal development and relationships	Pupils make good progress in their personal development although the provision for personal and social education is unstructured.
Attendance	Attendance is satisfactory.

Pupils generally have good attitudes towards learning. They concentrate for reasonable periods in class and are generally polite and courteous towards each other and to adults. Because the teaching is mostly good, incidents of less than good behaviour in lessons are few.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	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, it is sometimes very good and sometimes satisfactory. Occasionally, at Key Stage 1 and for children aged under five teaching is excellent. Unsatisfactory lessons are rare. Teaching has improved since the last inspection. During the current inspection, teaching was satisfactory or better in 98 per cent of lessons seen, in 44 per cent it was good and very good in 16 per cent. Teaching was unsatisfactory in only 2 per cent of lessons, but it was excellent in 4 per cent. The range of teaching is broadly similar over both key stages.

The quality of teaching is significantly better in the core subjects of English, mathematics and science, at both key stages. Teaching is also good in information technology, religious education and in lessons for children under five. In the good, very good and excellent lessons, assessments are used very well to inform and support thorough planning. Tasks match pupils' prior attainments well, bringing rigour to pupils' learning. In good lessons, time is used well and teachers' high expectations are clear. Consequently, the quality of learning is good across the school. Pupils respond well to the challenge and support provided in these good lessons. In other subjects teaching is mostly satisfactory. In all lessons, staff are caring and considerate of their pupils and relationships, and the control and management of pupils, are good.

Teachers plan effectively to meet the needs of pupils with special educational needs. Classroom support assistants make a significant contribution to the progress of all pupils, but particularly for those with special educational needs.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides good learning opportunities through a broad curriculum.
Provision for pupils with special educational needs	Good provision for pupils with special educational needs, both in class lessons and in withdrawal sessions. The amount and quality of support is good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision to promote pupils' spiritual, moral, social and cultural awareness is good. The contribution to pupils' moral and social development is very good.
How well the school cares for its pupils	Overall, good. Teachers know their pupils well and provide good support, but recording of personal development is still informal. Assessment in English, mathematics and science, and for children aged under five is good, it is less effective in other subjects.

The curriculum is weighted towards English and mathematics and there is some inefficient use of time in the mornings.

The school works hard to forge strong links with parents, and there are some good features to be seen. At present the school is working to resolve differences with a group of parents who are not fully supportive of the school, apparently due to incidents in the past, which were outside the school's control.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The quality of management and leadership is very good, the headteacher, with strong support from the deputy head teacher, provides very strong, professional leadership and sets a clear educational direction for the school. The quality of curriculum leadership varies, but is mostly satisfactory.
How well the governors fulfil their responsibilities	The governors fulfil their statutory duties. Most are very supportive of the school and understand well its strengths and weaknesses.
The school's evaluation of its performance	The school has very good systems for evaluating its performance and uses assessment and other indicators well.
The strategic use of resources	Financial management is good and resources are used well to support development.

There are sufficient teachers and other staff, to teach the school's curriculum. Learning resources are mostly adequate, but not generous. Five classes move into well appointed, splendid new rooms the day after the inspection. The rest of the school is to be similarly improved in the continuing phase. The

school consistently applies best value principles to its work, but these are not yet embedded in school policies.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Most parents are pleased with the standards that the school works to. They consider that their children make good progress. • Their children like school. • Information provided about their children is good at the lower end of the school. 	<ul style="list-style-type: none"> • Some parents are concerned that pupils in split year classes do not make sufficient progress. • Some parents with pupils with special educational needs do not consider themselves well informed about the school's provision. • The small amount of bullying that takes place is not well dealt with. • Inconsistent use of homework, particularly between pupils in the same year, but different classes.

- The inspection team agrees that some teachers do not plan fully for the split year classes, but consider that nevertheless pupils make satisfactory progress in almost all subjects and good progress in English, mathematics and science.
- The school agrees that it needs to improve the routines of providing information, and of working consistently more closely, with parents of pupils with special educational needs.
- The inspectors are aware that there are pupils in the school with behavioural difficulties, but consider that incidents are usually handled very well.
- There is inconsistent setting of homework.
- The team agree that most pupils make good progress as they move through the school and that children are happy and secure.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. In the 1999 national tests at the end of Key Stage 1, the number of pupils reaching Level 2, was well below the national expectation in English and below the expectation in mathematics. The proportion attaining higher grades was below the expectation in both subjects. The average of all pupils' results was well below the national average in English and below the average in mathematics. It was well below average for both subjects in comparison with similar schools. In the tests at the end of Key Stage 2, the proportion of pupils attaining Level 4 and the higher grade of Level 5, was above the average in English and well above in science. The proportion reaching Level 4 in mathematics was in line with the average, but the number of pupils reaching Level 5 was below. When the results of all pupils in the year are compared with all schools and with similar schools, the latest information indicates that at Key Stage 2 standards are in line with the average for English, below average in mathematics and above average in science. At Key Stage 2, girls' performance is higher than boys. The results in all subjects show steady improvement over the last three years that is in line with the national trend. The evidence of lessons seen and pupils' work broadly confirms the test results.
2. Pupils make good progress when they are under five and achieve well in relation to their prior attainment. On entry to the reception class attainment is generally well below average and there are significant weakness in many areas of learning. By the age of statutory schooling at five years old, children have improved their attainments, but are still below the expected standards for their age, particularly in speaking and listening. At Key Stage 1, most pupils make satisfactory progress in English, mathematics and science and good progress at Key Stage 2. Progress is mostly satisfactory in other subjects, but there are shortcomings in music and in information technology, where the full breadth of the curriculum is not yet covered.
3. Skills in literacy and numeracy are satisfactorily developed and used with increasing effectiveness across the curriculum as pupils move up the school. There are sound links to promote literacy, in geography, history and religious education. Numeracy skills are applied well in subjects such as science, design and technology and history, in addition to mathematics..
4. Pupils make good progress overall with their reading. At Key Stage 1, pupils acquire a broad range of decoding skills and by the end of Year 3, they use these effectively, but a large number do not read with the fluency and understanding expected from seven year olds. At Key Stage 2, pupils learn to read fluently and accurately with an independent use of appropriate reading strategies. In Year 6, a wide range of good quality literature is studied and enjoyed, good gains have been made and pupils now reach appropriate standards for their age.
5. The development of writing skills is slower than usual at Key Stage 1. Pupils enter the reception with well below average writing skills and by the time the pupils are seven years old, they have improved and are now below average. One of the reasons for this is that the pupils' use of the spoken language is also weak. They have limited vocabulary and find sequencing events into stories quite difficult at a younger age. Once these initial difficulties have been overcome, they make good progress and by the end of Key Stage 2, most reach the required standard for their age. They write for a good range of purposes across the curriculum, including poetry, book reviews, accounts and plays.

6. In mathematics, pupils enter statutory schooling with below average attainment. They make good progress through Key Stages 1 and 2, and develop satisfactory number skills by the end of Year 6. At the end of Key Stage 1, pupils understand place value and have some capability at simple addition, subtraction, multiplication and division. They estimate and recognise both 2 and 3 dimensional shapes with developing confidence. By the end of Key Stage 2, pupils add and subtract well and are gaining confidence in multiplication and division at an appropriate level. They order fractions and decimals, and demonstrate a good understanding of lines of symmetry.
7. In science, pupils enter Year 1 with below average knowledge and understanding of the world. Their rate of progress is good. Key Stage 1 pupils develop appropriate scientific language to describe materials and their properties. They identify materials suitable for hot or cold conditions and distinguish between the living and the non-living. At the lower end of Key Stage 2, pupils learn that sound can produce both an auditory and visual impact by studying the effect of sound vibrations on loose grains of rice scattered over the surface of a tambourine. At the end of Key Stage 2, pupils identify the key attributes of living things and construct sensible questions to enable identification to take place.
8. In most other subjects progress is satisfactory at both key stages. In music, however, pupils make unsatisfactory progress in developing their musical skills. The school is aware of the deficiency and is taking steps to address the problem. Similarly, there has been a significant investment recently in information technology, at present the hardware has been renewed, but suitable software is not yet in place. Consequently, progress is not consistent across all strands of the subject.
9. The school is working well towards its agreed targets. Indeed the targets for 2000 have already been achieved in 1999. Expectations for next year's entry, according to the school's assessments, are, however, lower.
10. Pupils with special educational needs receive good support and make good progress. The work with the learning support teacher where they focus effectively, through well structured input, on specific targets is particularly effective. At present, the main focus is on the development of literacy skills and the management of behavioural difficulties.

Pupils' attitudes, values and personal development

11. Pupils enjoy coming to school and have good attitudes to schoolwork. In class and around the school, pupils are aware of the school's expectations and are keen to achieve them. They generally concentrate for reasonable periods of time in class. In a literacy lesson with a Year 2/3 class, for example, during the introduction for the whole class, pupils displayed good behaviour and involvement; they continued to maintain their concentration as they moved on to individual or paired work on rhyming, without direct teacher supervision.
12. Overall, pupils' behaviour is good. Good behaviour in class is most readily observed when teaching is good and lessons are planned well to meet all needs. Occasionally, when teaching is less good, disruptive behaviour can quickly surface, breaking up the flow of the lesson and, as a consequence, having an adverse effect on learning. Pupils move around the school in a sensible manner and respond readily to the requests and instructions of teachers, auxiliary classroom staff and lunch-time supervisors. They are generally polite and courteous to each other, to teachers, to other staff and to visitors. They demonstrate a good degree of responsibility and show respect for property, treating the resources they use with care. There were no exclusions during the year prior to the inspection. The school is very committed to the policy of inclusion and has developed detailed

procedures of graded sanctions to modify inappropriate behaviour. The school has some pupils with recognised behavioural difficulties, but they are well contained by skilled and appropriate staff responses.

13. Pupils make good progress in their personal development although, because there is no scheme of work, the provision for personal and social education is unstructured. Even so, opportunities to support pupils' growing maturity are sensitively integrated into all areas of the curriculum and effectively reinforced through assemblies and circle time. Older pupils have well-structured opportunities to develop their sense of responsibility in the day-to-day running of the school. For example, during lunch-times they staff the office and help with younger pupils. They are empowered by the school to be confident, to express their views and to make suggestions for improvements in procedure. The school treats these with respect and, where appropriate, follows them through.
14. The positive attitude of the staff towards pupils with special educational needs is reflected in the generally good response they achieve in terms of behaviour and personal development. Where problems occur with specific pupils, teachers and auxiliary assistants respond appropriately and, on one observed occasion, staff dealt with the situation very well. Others pupils display inclusive attitudes and a good level of acceptance towards special educational needs pupils.
15. Attendance is broadly in line with the national average for primary schools. There was no unauthorised absence in the year prior to the inspection.

HOW WELL ARE PUPILS TAUGHT?

16. The quality of teaching is good overall, it is sometimes very good and sometimes satisfactory. Occasionally, at Key Stage 1 and for children aged under five teaching is excellent. Unsatisfactory lessons are rare. Teaching has improved since the last inspection. During the current inspection, teaching was satisfactory or better in 98 per cent of lessons seen, in 44 per cent it was good and very good in 16 per cent. Teaching was unsatisfactory in only 2 per cent of lessons, but it was excellent in 4 per cent. The range of teaching is broadly similar over both key stages.
17. The quality of teaching is significantly better in the core subjects of English, mathematics and science, at both key stages. Since the last inspection the school has worked hard to improve the teaching in literacy and numeracy and this has brought a consistently good quality to the teaching of English and mathematics, which has also influenced the teaching of science.
18. In these good, very good and excellent lessons, assessments are used very well to inform and support planning. The planning is thorough and tasks match pupils' prior attainments well, bringing rigour to pupils' learning. In some very good lessons, particularly in English, learning aims are clearly set out for pupils, which enables pupils to work with confidence towards aims that they understand and that are both achievable and challenging. In good lessons, time is used well and the lessons have good pace. Teachers' high expectations are clear and based firmly in their good knowledge and understanding of the subjects. Teachers use a good range of strategies that matches well the content of the lesson and pupils needs. The quality of learning is good across the school. Pupils respond well to the challenge and support provided by the good quality of teaching. In one excellent English lesson with a Key Stage 1 class, for example, the teacher was asking ever more searching questions to stimulate pupils' thinking, but at the same time was able to carefully build their self esteem and confidence.

19. In addition to the good teaching in English, mathematics, science the quality of teaching is also good in information technology, religious education and in lessons for children under five. In other subjects teaching is satisfactory. Assessment and planning for these lessons are less rigorous than in the good lessons and expectations of pupils' work are not so sharply focused. In most lessons, teachers have at least sufficient knowledge and understanding of the subject, but where this is weaker the quality of teaching is often less than good; for example, in music lessons, where some teachers have insufficient technical knowledge to help pupils develop their skills. For the most part, the particular learning needs of pupils are met through the teachers' response to individuals or groups, sometimes provided by a classroom support assistant, rather than planned at the outset. This is successful, but not a wholly efficient use of teachers' skills. The use of this strategy also means that the school is not consistently and effectively planning for the two-year classes.
20. In all lessons, staff are caring and considerate of their pupils and relationships, and the control and management of pupils are good. The quality of questioning of pupils is often good and extends pupils' thinking by asking ever more searching questions. Satisfactory use is made of homework to extend pupils' learning, but its use is inconsistent from teacher to teacher. Marking is usually of good quality. It often informs pupils what they have done well and tells them how to improve. Overall, the positive climate for learning that teachers create in their classrooms promotes the pupils' good, independent learning skills and supports the good progress that they make.
21. Teachers plan effectively to meet the particular needs of pupils with special educational needs; the learning support teacher also makes a very valuable contribution to their support. Their commitment ensures that the targets set in the individual support plans are translated into work closely matched to pupils' needs. Classroom support assistants make a significant contribution to the progress of all pupils, but particularly for those with special educational needs.

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

22. At the time of the last inspection, the curriculum was judged to be broad and balanced. The school continues to provide satisfactory learning opportunities through a broad curriculum that meets current statutory requirements for the National Curriculum and the Locally Agreed Syllabus for religious education. The curriculum promotes the intellectual, physical and personal development of the pupils and ensures that they are prepared for the next stage of education. However, the school weights curriculum time heavily to English and mathematics and, when this is combined with some inefficient use of time in the mornings some other subjects have barely enough to maintain satisfactory progress. Science, however, has sufficient time. Most mornings are taken up solely with mathematics and English and pupils are engaged in concentrated work for long periods, with little variation. Teachers try to fit the rest of the curriculum into the afternoons and sometimes find it difficult to sustain full attention. Even so, within subjects there is a good range of learning activities and, in addition to the more formal styles of learning, the creative, expressive and investigative areas are well covered. The length of the teaching week is average.
23. The quality of planning is inconsistent from class to class, particularly, but not only, in the foundation subjects. There are satisfactory policies for all subjects and teachers plan from imported curriculum planning packs. The documents themselves are of good quality, but lack subject schemes of work to interpret them and add detail for this school, and for the strengths of these teachers. For example, most of the classes are made up of two-year groups. Often the provision for these classes is good, but teachers do not always plan with sufficient detail to meet the needs of the different ages in the class over a two-year cycle.

24. The provision for literacy and numeracy is well established and is having a good impact on the attainment of pupils across the curriculum, particularly at Key Stage 2. The school has worked hard to improve the provision for information technology. This has been a recent and very effective improvement. At present there is insufficient software to cover all aspects of the information technology curriculum. The school is aware of the issue and plans are well advanced to remedy the situation. The use of information technology in other subjects is also in need of improvement because it is inconsistent.
25. All pupils have full and equal access to all the subjects and activities offered at the school. Pupils from mixed race minorities are well integrated. The attainment of boys is below that of girls in English and mathematics at Key Stage 2 and to a greater degree than the national gender difference for achievement. The school has identified the improvement of boys' performance as a key area for attention. Personal, social and health education is taught in form times and in circle times. The lessons are usually of good quality, but planning for personal, social and health education over the key stages is undeveloped. Even so, proper guidance for sex education and drugs awareness is given. The school recognises the need for a scheme of work for personal and social education to provide a more detailed framework for planning.
26. The school makes good provision for pupils with special educational needs. It places a high priority on the identification of pupils who need special help and makes good provision for them. Pupils receive a differentiated literacy curriculum informed by their individual support plans. Class teachers, supported by the auxiliary staff, ensure support in the wider curriculum. These structures make a positive contribution to the standards the pupils achieve. The school works hard to integrate pupils with special educational needs into all aspects of the curriculum.
27. Extra-curricular activities provide good opportunities for pupils to extend their curriculum experiences. There are a number of sports activities and teams for boys and girls at all levels. Pupils take part with enthusiasm in clubs for gymnastics, art, drama, information technology, dance, music, design and technology and science. There are also plans to develop a choir. Each year a group older of pupils from Key Stage 2, go for a week on a residential visit to Dartmoor for field studies and outdoor pursuits.
28. Satisfactory use is made of homework to extend and support pupils' learning. However, the quality and frequency of homework is variable across year groups and between pupils of similar age, but in different classes. Homework is rarely differentiated to meet particular needs or ages.
29. Since the last inspection the school has continued to make good provision for pupils' spiritual, moral, social and cultural awareness, and has improved the provision for spiritual and cultural development. Provision for spiritual development is now good, having been identified as a key area for development in the previous inspection. Considerable efforts have been made to formalise provision for spiritual development through better provision in religious education and the good provision in circle time. Religious education provides a good insight into the values and beliefs of others. Circle time provides regular opportunities for personal development, offering time to reflect on life's fundamental questions. These are sensitively dealt with as the need arises and result in discussions, for example concerning the birth of a new brother or sister or the death of close relatives or a pet. Acts of collective worship are at least of satisfactory quality and meet statutory requirements. They are mainly of Christian character, encouraging pupils to explore questions and reflect upon meaning, purpose, values and belief.
30. Provision for moral education is very good. All adults help pupils to understand the differences between right and wrong. From an early age in the Reception class, children are clearly made aware

of what is acceptable and unacceptable behaviour. Older pupils are able to make moral decisions through the application of sound reasoning based on their understanding of the need for honesty, fairness and respect for truth. Their learning about moral issues is very good and good guidelines for behaviour have recently been agreed.

31. All staff, including non-teaching staff, make a strong contribution to the pupils' social development, which is very good. The school very effectively develops self-esteem and confidence through the age range. Adults act as good role models in their behaviour and by how they treat each other and the pupils. Provision for Year 6 pupils is a particular strength in that all pupils are given a relevant responsibility. These include a range of aspects such as head boy and girl, prefects and office and playground monitors. Pupils regularly take responsibility for fund raising for charitable appeals, for example the Shoebox Appeal for Armenia. The school council provides pupils with real opportunities to voice opinions and have them acted upon. Making decisions about rules for the playground is a good example of this. They also have responsibility for looking at health and safety issues and taking visitors around the school.
32. Provision for cultural development is satisfactory. The school provides a good range of visits and visitors and there is a good involvement in local activities such as the Roche carnival. The school is providing good coverage of other cultures in religious education lessons and pupils are encouraged to have positive attitudes towards other people and their rights to hold different beliefs. Limited, but satisfactory, progress has been made in the school's preparation of pupils for living in a multicultural society. Multicultural aspects are to be seen in a number of subjects, but opportunities are missed to develop pupils' awareness further. Some links have been made, for example with a school in Australia, but such links are not a regular feature of school life.
33. The quality of links forged with other schools and colleges in the area makes a very good contribution to pupils' learning. The local primary and secondary schools have regular meetings about all areas of the curriculum. Standardised measures have been established to ensure that the pupils' transition to secondary school is smooth and that the expectations for attainment are appropriate. The school has a special collaborative arrangement with St. Austell College, which means that the school acts as an adult education outpost for the college. This provides a valuable opportunity for the community that is to be extended when the new accommodation is occupied. For example, the school is taking a leading part in the 'Village Partnership' scheme that will offer parents wider opportunities to learn in the school. Neighbouring schools also come together for sporting tournaments and choral events.
34. The school takes advantage of the opportunities the community offers to enhance the curriculum. Pupils visit the china clay pits and their museum. They visit old peoples' homes and enjoy a range of connections with the local Christian churches, including charitable work which last year included a 'Shoe box' collection for Kosovo.
35. The new computer suite, when it is fully equipped with the necessary software, offers great potential for links with the wider community through the Internet.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. Overall the school's arrangements for the care of its pupils are good. The procedures for child protection and for ensuring pupils' welfare are generally good, reflecting the caring ethos of the school. The strengths noted at the time of the last inspection have been maintained and improved,

especially the monitoring of attendance and the implementation of a consistent behaviour policy, which the children understand.

37. Teachers know their pupils well and communicate issues affecting pupils through the weekly pastoral meetings. The monitoring and support of pupils' academic progress is good and regular targets are set for pupils to aim towards. The monitoring of the pupils' personal development is satisfactory but informal. It is not routinely recorded in pupils' personal records, so the school does not build up a profile of pupils' personal accomplishments or areas for improvement. Pupils' achievements are acknowledged and celebrated in the Friday assemblies and recorded in the school's 'Gold Book'. Incidents of unacceptable behaviour and detentions are recorded. Parents are involved immediately if there is a serious problem.
38. The school has a comprehensive health and safety policy, backed by clear procedures. Staff receive thorough training in First Aid, child protection identification issues and fire regulations. The governors work with the headteacher to ensure that hazards are identified and addressed appropriately. External agencies are involved appropriately when required. The use of the playground as a car park is a cause for concern, although the school has well organised arrangements to mitigate the risks.
39. The identification of pupils with special educational needs and procedures for monitoring their progress are good. The school makes appropriate and effective use of outside agencies. The timetabled withdrawal of pupils at Stage 3 and above, on the schools register of pupils with special educational needs, provides a valuable opportunity for pupils to receive well-planned and targeted support to build literacy skills. The school's substantial commitment to auxiliary assistants, who are both well trained and effective, has a significant impact on the well-being and educational achievement of pupils with special educational needs.
40. The procedures for promoting attendance are very good. The school co-operates closely with the education welfare officer and follows up any absences quickly and energetically. New procedures have recently been introduced for monitoring and eliminating bullying or other oppressive behaviour. It is too early to say whether this is having a positive effect. The school has good systems in place to promote good behaviour; in particular the emphasis upon raising pupils' self esteem and the recognition of good behaviour and high achievement, by positive reinforcement.
41. The recently revised assessment policy has been carefully planned and provides a good model for development. The assessment and monitoring of pupils' progress in English, mathematics, science and children aged under five is good. For example, key objectives are used very effectively in mathematics and science to create assessment sheets; enabling teachers to maintain detailed records. Ancillary staff use of feedback sheets after lessons to ensure that pupils' attainment and progress are well monitored. The school analyses statutory and other assessment data and makes good use of the results in strategic planning and to set targets. Assessment is underdeveloped in the wider curriculum and does not always effectively inform planning for the range of pupils' needs in mixed age classes.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

42. Overall, the school has good links with its parents. As in the previous inspection report, the majority of parents express positive views of the school. A small number of parents, however, are not fully supportive of the school, apparently due to incidents in the past beyond the school's control. The school is working hard to resolve these differences. Most parents perceive the school

as very approachable and believe that their children like school. They consider that the school has high expectations of its pupils. The inspection findings support these perceptions.

43. The quality of information provided for parents is good. Most parents are satisfied with the information they receive about their children's progress. Teachers are available to see parents most days and, in addition, there are termly parents' evenings and an annual written report on pupils' progress. The reports are variable in the extent of information provided, but they meet statutory requirements. Each pupil is given three designated targets, which are discussed with parents at the parents' evenings. Parents are kept extremely well informed of national and local curricular developments, and of the school's plans for development. Regular newsletters are provided for parents. The Governors' annual reports to parents are very informative and readable. The school prospectus is comprehensive.
44. Some parents, whose children have special educational needs, would like to have better communication about their children's targets and progress. The inspectors agree that, while in most cases the communication has been good, the school's routines could be improved to ensure a consistent standard. Some parents are concerned about the different progress that pupils make in the double year groups and inspection findings agree that the provision is inconsistent. Inspectors do not agree that there is cause for concern about the general standards of behaviour, which were seen to be good.
45. Parental involvement in the work of the school is satisfactory. Parents support their children with their homework and project work and the school has, at parental request, provided guidance on helping with homework. The Friends of Roche School Association has raised significant sums of money for the school. Parents do not generally, however, help in the classroom to any large extent, despite the school's best efforts to involve them. The school has been vigorous and imaginative in the initiatives taken to involve parents, including invitations to attend a Science Fair, to observe Literacy and Numeracy Hours, to attend Family Learning Weekends and to drop in to use the computing facilities. Parents have responded very well to these invitations, but they have not resulted in volunteers to help in the classroom. The parents of children aged under five, on the other hand, are very responsive to the school's initiatives and willingly come to help in the classroom. They also regularly visit the school before their children start in the reception class. There are also plans to develop an early years centre with drop-in learning facilities for parents. The Governors and the school are continuing to regard parental involvement as a key area for improvement.

HOW WELL IS THE SCHOOL LED AND MANAGED?

46. The quality of management and leadership is very good and has further improved since the last inspection. The headteacher, with strong support from the deputy head teacher, provides very strong, professional, leadership and sets a clear educational direction for the school. The leadership is thoughtful and rigorous. The school has very good systems for evaluating its performance and uses assessment and other indicators well. The aims of the school are reflected well through its work and a very good and positive ethos recognises the need to raise standards, particularly in English, mathematics and science. The governing body is very supportive of the school and most governors understand well its strengths and weaknesses. The governors are mindful of their responsibilities and fulfil their statutory duties well. The majority of governors regularly visit the school to work with pupils and most present a united front in defending the pressures on the school.

47. Relationships between staff are good and there is a strong sense of teamwork. The senior team effectively monitors the curriculum, teaching, planning and pupils' work. The quality of curriculum leadership varies, but is mostly satisfactory. Some curriculum leaders have too many responsibilities and are over pressed. On the whole, however, there is good delegation of tasks to curriculum leaders, but the monitoring of curriculum leadership is inconsistent. All subjects have appropriate curriculum policies, but the imported curriculum frameworks that teachers plan to use are too general and not sufficiently detailed. Assessment arrangements are good and are used effectively for planning for the U5s and in English, mathematics and science, but assessment practice is not fully developed in other areas.
48. Development planning is mostly good. The school development plan for the immediate future is a comprehensive document; appropriate priorities are planned and costed, and success criteria are identified. The plan is the outcome of widespread discussion with staff, governors and parents. Longer term planning is not so clear. The head teacher and staff share the school's vision for its future, but it is not set out in development planning. Overall, however, the plans form a useful tool for taking the school forward. The school consistently applies best value principles to its work, but these are not yet embedded in school policies. Financial management is good and resources are used well to support development. The head teacher has been very successful at researching for, and bringing, additional resources to the school. As a result the school's income has increased considerably in the current year. Moneys provided for specific purposes are used well for those purposes. The school has negotiated appropriate targets with the Local Education Authority and is working well towards them. Indeed the targets for 2000 have already been achieved in 1999. Expectations for next year's entry, according to the school's assessments, are, however, lower.
49. The provision for pupils with special educational needs is well managed and supported by a designated governor with a particular interest in special educational needs. The school meets all statutory requirements to a good standard. The special educational needs co-ordinator and the learning support teacher have a clear vision for the development and enrichment of provision. Pupils' individual education plans set specific targets, but these are somewhat limited in the scope of their provision, being mainly concerned only with literacy. The school is aware of this and plans to broaden curriculum coverage.
50. The day-to-day administration of the school is good, largely due to the quality of work of the school administrator, who makes very effective use of new technology. The school is organised and orderly and pupils are safe and secure. Relationships between pupils and all adults in the school are very good and contribute to the purposeful working environment. All statutory requirements are met.
51. There are sufficient staff to teach the National Curriculum and religious education. All teachers are well qualified, but some subject leaders have limited expertise in their subject. Staff appraisal is up to date and, combined with a staff development programme that identifies individual needs, provides a useful tool for development and raising standards. Support assistants are also well trained and attend courses at the County Centre for Professional Development.
52. The arrangements for in-service training are good and have a high priority. As well as frequent attendance at courses, the school arranges ten meetings each term to discuss and disseminate professional experience. In the recent past priority for training has been given to English and mathematics to ensure the successful introduction of the National Literacy and Numeracy Strategies. Overall, however, the provision for in-service training is designed to meet the priorities set out in the school's development plan and the identified needs of teachers. The systems for the induction of new teachers are very good. The school is an 'Investors in People' institution and

follows the guidelines carefully. Provision is also made for initial teacher training and four teachers are trained mentors.

53. Having struggled for many years in poor and inadequate accommodation, the school moved into high standard new accommodation the week after the inspection. This provides a suite of five spacious classrooms. The administrative block has recently been upgraded and the other accommodation is due to be refurbished shortly. This will provide the teachers and pupils with accommodation that is attractive and functional and will transform the working environment. The new computer suite is an attractive and well-equipped facility with sixteen computer stations, which is well used but does not have wheelchair access. The outdoor areas, the playing field, the environmental areas and the playground, are generous and valuable assets.
54. Resources available to support learning are sufficient overall, with some strengths and shortcomings. There are strengths in the resources for science, which provide a good range and quality. Weaknesses are in music where there are not enough instruments of suitable quality. Also, although literacy resources have recently greatly improved, these are still not sufficient and in particular there is a shortage of 'big books'. The school has recently made considerable efforts to improve resources for information technology and the number and quality of computers is very good, but at present the provision of software has not kept pace and is inadequate. With the funding now available from the building projects, and with extra storage space available, the school is arranging to redress these deficiencies.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

To raise further the standards of work and the good quality of provision apparent in many aspects of the school, the headteacher, staff and governors should:

- i) Disseminate the good teaching practices so that the quality of teaching is consistent in all lessons; particularly in the use of assessment, so that it is consistently used effectively in planning for the needs of different pupils in the class.
(This weakness is mainly discussed in paragraphs 18, 19 and 41)
- ii) Introduce curriculum frameworks that provide sufficient detail for planning, particularly for the mixed age classes.
(This weakness is mainly discussed in paragraphs 19 and 23)
- iii) Implement the plans to improve the provision for information technology by increasing the range and suitability of software.
(This weakness is mainly discussed in paragraphs 24, 102 and 105)
- iv) Continue with plans to introduce a structure for personal and social education.
(This weakness is mainly discussed in paragraphs 13 and 25)

Additional issues:

In addition to the key issues above, plans to improve the following less important weakness should be implemented.

- a) Review timetable arrangements to avoid the long periods of study, particularly for younger pupils, on core subjects every morning and increase time for foundation subjects.
(This weakness is mainly discussed in paragraph 22)
- b) Improve monitoring of middle management.
(This weakness is mainly discussed in paragraph 47)
- c) Ensure that parents of pupils with special educational needs are consulted as much as possible about decisions affecting their children and are brought more into partnership in the provision of support.
(This weakness is mainly discussed in paragraph 44)
- d) Re-allocate some of the curriculum leadership roles so that individuals have achievable targets.
(This weakness is mainly discussed in paragraph 47)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	50
Number of discussions with staff, governors, other adults and pupils	25

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	16	44	30	2	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)	0	237
Number of full-time pupils eligible for free school meals	na	28

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	na	4
Number of pupils on the school's special educational needs register	na	74

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	17
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	5.3
National comparative data	5.4

Unauthorised absence

	%
School data	0
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	12	12	24

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	7	12
	Girls	11	11	9
	Total	18	18	21
Percentage of pupils at NC level 2 or above	School	75 (77)	75 (60)	88 (74)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	11	12
	Girls	11	9	11
	Total	19	20	23
Percentage of pupils at NC level 2 or above	School	79 (81)	83 (85)	96 (86)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	12	16	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	8	10
	Girls	14	12	16
	Total	22	20	26
Percentage of pupils at NC level 4 or above	School	79 (69)	71 (77)	93 (91)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	8	10
	Girls	16	12	15
	Total	26	20	25
Percentage of pupils at NC level 4 or above	School	93 (69)	71 (77)	89 (77)
	National	68 (65)	69 (65)	75 (72)

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	203
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

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

Total number of qualified teachers (FTE)	9.2
Number of pupils per qualified teacher	26 : 1
Average class size	30

Education support staff: YR – Y6

Total number of education support staff	15
Total aggregate hours worked per week	171

FTE means full-time equivalent.

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.

Financial information

Financial year	1999/2000
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Total income	390838
Total expenditure	380324
Expenditure per pupil	1653.58
Balance brought forward from previous year	25196
Balance carried forward to next year	35710

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	237
Number of questionnaires returned	54

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	32	2	2	0
My child is making good progress in school.	48	31	6	2	3
Behaviour in the school is good.	20	68	6	4	2
My child gets the right amount of work to do at home.	23	54	21	0	2
The teaching is good.	50	38	6	0	6
I am kept well informed about how my child is getting on.	40	45	11	4	0
I would feel comfortable about approaching the school with questions or a problem.	66	26	4	4	0
The school expects my child to work hard and achieve his or her best.	56	35	7	2	0
The school works closely with parents.	47	36	8	9	0
The school is well led and managed.	30	43	9	7	11
The school is helping my child become mature and responsible.	44	46	8	0	2
The school provides an interesting range of activities outside lessons.	44	44	8	0	4

Other issues raised by parents

The inspection team agrees that some teachers do not plan fully for the split year classes, but consider that nevertheless pupils make satisfactory progress in almost all subjects and good progress in English, mathematics and science.

The school agrees that it needs to improve the routines of providing information, and of working consistently more closely, with parents of pupils with special educational needs.

The inspection team are aware that there are pupils in the school with behavioural difficulties, but consider that incidents are usually handled very well.

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

55. Provision for children aged under five is good and is a strong feature of the school. This is an improvement since the last inspection. Children enter the reception class in the September of the year in which they are five. The Autumn born children enter on a full time basis, the remainder on a part time basis until the term they become 5 years old, when they too become full time.
56. Attainment on entry to the reception class, although covering a broad range, is well below average with significant weakness in many areas of learning. By the age of statutory schooling at five years old, children have made good progress, but are still below the expected standards for their age. Children have a good range of experiences and benefit from good teaching in all areas of learning. A majority attain the desirable goals during their time in the reception class, but are later to do this than most children.
57. The quality of teaching in the reception class is consistently good. It is based on a very good understanding of the particular needs of these children and a good range of relevant practical activities, which support and reinforce their learning. Effective assessment procedures are in operation, which includes a baseline on entry to the reception class. Assessment information is used well to inform the planning of activities, which are well matched to the individual attainments of the children. Other adults give good support to group and individual activities. They work closely with the teacher, are well trained and well informed about the purpose of the activities they are overseeing. Good assessment practice and good levels of adult support strongly contribute to the good progress which children make in the reception class.

Personal, social and emotional development.

58. The children develop good relationships with each other, the teacher and other adults who support them. They work and play happily together, sharing resources. They behave well and respond appropriately to school routines, such as putting up their hands, taking turns and listening politely to each other without interrupting. They develop independence through choosing and recording which activities they will move to, for part of each day. They show interest in their work. Overall the teaching is good and the pupils' rate of development is good. Most children gain a good understanding of right from wrong and agreed values and codes of behaviour by the time they enter Year 1. At the age of 5, however, their personal and social development is below expectations.

Language and literacy.

59. Many pupils are well below average on entry to the reception class in this area of learning. The rate of learning and the quality of teaching are both good. As a result of this, children make good gains, but are still below average level at the age of 5. The teaching puts a particular emphasis on correct speaking and careful listening through all areas of the curriculum. In whole class sessions, during circle time and group times that are well supervised by classroom assistants, children are encouraged to speak carefully, develop their vocabulary, listen carefully to each other and to take turns in speaking. Many children find careful listening difficult at times and are passive listeners, not really listening to what is going on, although they appear to do so. The good number of adults in the classroom during group working times, gives good support to varied and regular opportunities for the development of speaking and listening. Role play in the 'Nursery Rhyme' corner invites imaginative play. Carefully thought out resources give strong support to this development. The pie which contains four and twenty blackbirds, 'Humpty Dumpty' and the plate of jam tarts are good examples of this. Teaching provides early opportunities to link sounds to

letters and to see and read familiar words. Reading nursery rhymes together at the start of the literacy hour is a good example of this, and children are encouraged to join in by repeating phrases. On entry to Year 1 class, most write their own names independently and clearly, they are starting to hear and recognise rhyming words and a majority are beginning to word build in their reading and writing. The limited vocabulary of the lower attaining pupils impedes their ability to talk about pictures and to decode words.

Mathematical development.

60. In their mathematical development, the rate of learning is good. Number skills are well below average on entry to the reception class and by the time they enter Year 1, they have risen to below average. The teaching is good, based on a wide range of practical activities involving first hand experience. The teaching is particularly skilled in engaging children's interest in basic number problems in a variety of innovative ways. A story involving two goldfish bowls and goldfish, which are well displayed, encourages children to use their mathematical ideas to solve practical addition and subtraction problems. Children regularly sing number songs, say number rhymes and take part in counting games. They are starting to be aware of order and pattern and count to at least 20 by the end of the reception year. Higher attaining pupils are using early recording methods to record simple addition and subtraction.

Knowledge and understanding of the world.

61. From a very low base on entering the reception class, children make good progress in developing their knowledge and understanding of the world. They are supported by good teaching, a good range of practical activities and by involvement in exploration and discussion. Activities are imaginative and enjoyable and a good number of adults give children good support in helping them to communicate orally what they have found out. Work at the time of the inspection for example, was concerned mostly with how animals camouflage themselves against backgrounds. This involved discussions involving similarities and differences and practical exploration when painting camouflage backgrounds for their collage animals. Although children experience a broad range of activities, many have limited memory retention and language skills and are below average by the time they are five in this area of learning.

Physical development.

62. By the time children reach the age of five, their physical development is below average. The teaching is good and the children have regular access to the hall twice a week. They do not, at present, have a secure outdoor area of their own for physical play, but this is planned for when the new building is in operation. In the hall, children use a good range of large and small apparatus with developing confidence, but with limited imagination in finding new ways to climb round, over and under, for example. In the lesson observed, the children's hand and eye co-ordination, when trying to throw and catch, was a little below average. They are developing an awareness of space although good numbers have insufficient awareness of others and continue to bump into each other.

Creative development.

63. The qualities of learning and teaching in this area of development are good. The teacher creates a rich environment in which children can play creatively and expressively. In particular, a good range of resources supports this creative development. In the nursery rhyme corner for example, the blackbird pie, the plate of jam tarts and crowns and the model of 'Humpty Dumpty', give support to developing children's creative play and language. Limited vocabulary is inhibiting the children's creative development, however, and the teacher and other adults work hard to overcome this constraint.

ENGLISH

64. Standards of attainment are below national expectations in all aspects of English at the end of Key Stage 1. At the time of the last inspection, with limited evidence, attainment on entry to the school was judged to be broadly average and standards were in line with national expectations by the end of Key Stage 1. Base line assessments and inspection evidence now indicates that the attainment on entry to the reception class is well below average and below average on entry to Year 1. In the latest tests the proportion of pupils achieving the national expectation of Level 2, was below the national average in reading and well below average in writing. The numbers achieving higher grades was below average in both aspects. The average of all pupils' results was well below the national average in English and was also well below average in comparison with similar schools. Even so, when attainment on entry is taken into account, this represents good progress in the reception class and satisfactory progress in Key Stage 1.
65. Standards at the end Key Stage 2 have consistently improved since the last inspection in line with national trends. In the 1999 standardised assessment tests, the proportion of pupils attaining the national expectation of Level 4 was above average and the numbers attaining the higher Level 5 was also above average. When the results of all pupils in the year are taken into account, the latest information indicates that at the end of Key Stage 2, in comparison with all schools and with similar schools, standards are in line with the average for English. Girls outperform boys at Key Stage 2, both in their test results and in the work seen during the inspection.
66. Pupils make satisfactory progress at Key Stage 1 and good progress at Key Stage 2. There is no apparent reason in the provision for this difference, as the quality of teaching is similar at both key stages. Pupils overall are slower than usual in maturing and becoming confident in using their skills to read and write fluently. Information from base line assessment indicates that the pupils' speaking and listening skills, in particular listening, to be significantly weak, and this is a strong contributory factor in their rate of learning. Gains in reading at Key Stage 1 are better than in writing. Parents give good support to hearing their children read regularly at home, contributing effectively to their learning. Pupils with special educational needs are well supported by teachers and classroom assistants and they make good progress at all stages. Overall, the achievements of all pupils, in relation to their prior attainments, are good throughout both key stages.
67. The quality of the teaching is good at both key stages. It is never less than satisfactory and is mostly good or very good, with an example of excellent teaching at Key Stage 1. One of the strengths of the teaching is the well established practice of sharing with the pupils what is intended to be learned in the lesson, which was seen at all lessons. The excellent teaching goes on to help the pupils to understand 'Why'. For example, the teacher says " This is because we are not yet very good at....." This enables all pupils to have a clear idea of what is to be taught and why. All lessons are well organised and planned, closely following the structure of the National Literacy Strategy. Additionally, all teachers provide a good match of work to different abilities in group activities. Consequently, pupils settle quickly to their work and can work without direct adult supervision when required. They work well on their own, right through the school.
68. Weakness in vocabulary and poor listening skills identified in the baseline assessment are key elements to focus on in all lessons. Target vocabulary is clearly identified in the teachers' planning and this is a strong feature in every lesson across all areas of the curriculum and helps pupils to improve their speaking skills, albeit more slowly for the younger pupils. Teachers are very careful to identify pupils who are not listening attentively in whole class sessions, by sensitive questioning to ensure their full attention and support their modest listening skills. Lessons are well paced, interesting and relevant to the pupils. All teachers are strong in teaching the basic skills, this being a particular feature of the excellent teaching. Here very good questions exploring pupils'

understanding, such as “ What do you think?”, “ What else could it be ?”, and “ Tell me what I have not done”, are used very effectively to underpin the teaching and learning of phonic knowledge.

69. At a younger age, pupils apply themselves well to learning the skills that they know they must acquire in order to read and write fluently. As they acquire these skills, they respond very well to active involvement and challenge. Good examples of this are to be found in the Year 6 class. Pupils’ responses to English are good at both Key Stage 1 and Key Stage 2. They have good relationships with each other and collaborate well in discussions, both as a whole class and with a partner.
70. The school has developed successful strategies for promoting literacy across the curriculum as well as in English. The recommendations of the National Literacy Strategy are fully implemented. A good detailed plan of action and review, together with a good level of classroom monitoring has been successfully put into practice. The quality and consistency of implementation of the Literacy Hour are having a positive impact on the quality of teaching and the standards attained. Literacy skills are used with increasing effectiveness across the curriculum as pupils move up the school. There are sound links to promote literacy, in geography, history and religious education.
71. All pupils are familiar with books when they enter Key Stage 1. They acquire a broad range of decoding skills and by the end of Key Stage 1 they are using these effectively, but a large number do not read with the fluency and understanding expected from seven year olds. There are, however, higher attaining pupils who read widely with enjoyment, accuracy and good expression at well above average levels. At Key Stage 2, pupils begin to read a broader range of texts and identify their likes and dislikes. Most learn to read fluently and accurately with an independent use of appropriate reading strategies. They are introduced to non- fiction texts and learn to use dictionaries, contents, indexes and glossaries to find information. All pupils learn to evaluate what they have read, and regularly write book reviews. In Year 6, a wide range of good quality literature is studied and enjoyed, enabling pupils to use this knowledge in their own work. By the end of Year 6, good gains have been made and pupils now reach appropriate standards for their age.
72. The development of writing skills is slower than usual at Key Stage 1. Pupils enter the reception with well below average writing skills and by the time the pupils are seven years old, they have improved and are now below average. One of the reasons for this is that the pupils’ use of the spoken language is also weak. They have limited vocabulary and find sequencing events into stories quite difficult at a younger age. Once these initial difficulties have been overcome, they make good progress and by the end of Key Stage 2, most reach the required standard for their age. They write for a good range of purposes across the curriculum, including poetry, book reviews, accounts and plays.
73. Pupils’ use of the spoken language, although of varying standards, is generally very low on entry to the reception class. All teachers focus very specifically on the development of speaking and listening and with a good measure of success. Pupils’ speech develops in question and answer sessions, in plenary sessions at the end of the lessons and in circle time, for example, when discussions take place. Vocabulary and listening skills are below average at the end of Key Stage 1. Pupils show an increasing clarity in their speech and their listening skills improve as they move through the school. By the end of Year 6, they use standard English with an appropriate structure and the gains they have made are good. Past work indicates their ability, for example to debate issues concerning the local environment.
74. The subject is well managed and the co-ordinator is providing effective leadership and support through careful analysis of assessment data and close liaison with the teachers. A well devised

subject development plan is set out for the future improvement of English, including strategies to try to improve the performance of boys. Medium and short term planning are good and are firmly based upon the National Literacy Strategy. Wide ranging assessment procedures are in place and good detailed records are kept of pupils' progress through the National Curriculum. The use of assessment information is good, providing suitably matched work in lessons and well-focused whole school priorities for development.

MATHEMATICS

75. In the 1999 National Curriculum end of key stage tests in mathematics, the proportion of pupils achieving the national expectations of Level 2 and Level 4 respectively, was close to the national average, but the numbers achieving the higher grades were below average. The average results of all pupils taking the tests show that standards are below average at the end of both key stages, in comparisons with all schools and with similar schools, with the exception of Key Stage 1, where standards are well below average in comparison with similar schools. The test results over the last three years, however, show an improvement in standards that is in line with national trend. Pupils enter statutory schooling with below average attainment. Evidence from the inspection supports these results. Pupils make good progress through Key Stages 1 and 2 and achieve well in relation to their prior attainments, largely due to the good quality of teaching and positive pupil attitudes. At Key Stage 2, progress is less consistent, but the provision is particularly well structured and effective in Years 5 and 6. Pupils with special educational needs are well supported and, overall, they make good progress.
76. The school has made mixed, but satisfactory progress in developing mathematics since the last inspection. Strategies for promoting numeracy are proving effective and standards of attainment in numeracy are improving. There is a strong focus on number and lessons invariably start with mental work, which provides the pupils with an effective degree of challenge. In Year 6, for example, good strategies for a high level of pupil involvement were observed in a lesson requiring quick mental recall of pairs of whole number factors up to 100. Overall, progress is improving at Key Stage 2 and pupils have greater opportunities to investigate mathematical problems. Assessment is now good.
77. The school is making good progress in the development of a numeracy strategy across the curriculum. There is a good focus on the development of number skills in mathematics for pupils of all ages. This is supported well by opportunities to use number skills in other subjects, such as science and design and technology. As a result of this work, standards of attainment in number are improving and pupils' concepts of applying number to other situations are developing well.
78. By the end of Key Stage 1, pupils understand place value and have some capability at simple addition, subtraction, multiplication and division. They estimate and recognise both 2 and 3 dimensional shapes with developing confidence. By the end of Key Stage 2, pupils add and subtract well and are gaining confidence in multiplication and division at an appropriate level. They order fractions and decimals, and demonstrate a good understanding of lines of symmetry. The school achieves a good balance across the different aspects of mathematics through both key stages.
79. As it was at the time of the last inspection, the quality of teaching in both key stages is good. It is never less than satisfactory and sometimes teaching is very good. Consequently, pupils' attitudes to their work are generally positive, but they are better at Key Stage 1. In Years 1 and 2, pupils maintain concentration well and demonstrate an eagerness to learn. The majority of pupils take care with the recording of their work. At Key Stage 2, pupils' attitudes are not so consistently positive

and this occasionally leads to behavioural problems, which impacts unfavourably on learning outcomes. At both key stages teachers' planning and organisation of lessons are good and follow the nationally recommended strategy for numeracy. In very good lessons teachers have high expectations of pupils and provide work that is closely matched to their needs, both significant factors in enabling a very good rate of learning and progress to take place.

80. Teachers make good use of both classroom records and assessment to monitor the pupils' progress. Auxiliary classroom assistants are deployed effectively to support both individuals and groups of pupils. They represent a valuable resource, which impacts positively on pupils learning. Some examples of information and communication technology to support mathematics were observed during the inspection, but the use of information technology is not well developed.
81. The co-ordinator assumed responsibility for mathematics only recently and has had little time to make a significant impact. She has monitored the establishment of the national numeracy strategy through termly plans and in conjunction with outside consultants. The school lacks both up to date policy documentation and a comprehensive scheme of work to support all teachers, but class planning, based on key objectives, is a relatively useful strategy. From the classroom evidence available, the mixed year planning documentation is not effective in making adequate provision for pupils of different ages within the same class. The school has taken the reasonable decision to delay purchasing new resources until after the imminent move into the new school buildings.

SCIENCE

82. In the 1999 assessments of seven year olds, the proportion of pupils reaching the expected Level 2 was above average, but the proportion reaching the higher Level 3 was well below average. In the national tests of eleven year olds the school's results were well above the national average for the proportion of pupils reaching both the expected Level 4 and the higher Level 5. In comparison with similar schools standards were above average. These overall figures mask a significant difference in performance between boys and girls; the boys performed close to the national average while the girls achieved well above it. Taking the results of all pupils in the year into account, in comparisons with all schools and with similar schools, the latest information indicates that at the end of Key Stage 2, standards are above average in science.
83. The findings of the inspection are broadly similar to the test results. Standards in science are currently in line with national expectations at the end of Key Stage 1, and above average at the end of Key Stage 2. This represents an improvement since the last inspection. Pupils enter Key Stage 1 with below average knowledge and understanding. Their rate of progress is good and they achieve above the expected level in relation to prior attainment. Key Stage 1 pupils, for example, develop the relevant scientific language to describe materials and their properties. They identify materials suitable for hot or cold conditions and distinguish between the living and the non-living. At the lower end of Key Stage 2, pupils learn that sound can produce both an auditory and visual impact by studying the effect of sound vibrations on loose grains of rice scattered over the surface of a tambourine. At the end of Key Stage 2, pupils identify the key attributes of living things and construct sensible questions to enable identification to take place. They behave sensibly and use equipment with care as, for example, when a Year 5/6 class collected specimens from the pond to inspect under the microscope. Pupils with special educational needs have full access to the science curriculum, they are supported well by teachers and classroom assistants and they generally make good progress.

84. Teaching is at least good and occasionally, it is very good. This makes a significant contribution to the good and very good quality of pupils' learning. Teachers provide clear explanations and are confident in the delivery of their material so that pupils readily grasp what they are trying to achieve. There is a good level of challenge in the activities, which contributes well to pupils' acquisition of new knowledge and skills. Particular features of good lessons are appropriate teacher intervention and effective classroom management. In some lessons, it was apparent that a greater degree of differentiation was required in order to meet the needs of mixed age classes. In general, pupil management is good and in response pupils' attitudes to science are good. They work sensibly in groups and support mutual learning through relevant discussion. Relationships are good and even the younger pupils work well on their own and share resources equitably with one another. In lessons, behaviour is good and pupils enjoy their work.
85. Planning for science is good. The co-ordinator is very enthusiastic and competent with a clear vision for the development of the subject. Existing assessment strategies are good but the co-ordinator has well advanced plans for the development of the scheme of work. The aim is to enhance the use of records and assessment to ensure that the school maintains or even improves upon the good standards found in science. The school provides pupils with a good range of high quality resources.
86. Since the last inspection standards in science have improved and this is reflected in the test results at the end of Key Stage 2. Development planning for the subject has also improved since 1996. The subject makes a good contribution to support the school's strategy for numeracy. Pupils are frequently required to use their number skills to support their work in science.

ART

87. Opportunities to see art lessons were limited during the inspection but the work on display, and other artwork seen, gave an indication of standards that are broadly in line with national expectations for the end of both key stages. Progress in art is satisfactory throughout the school. Drawing and colouring skills are developed as pupils move through the school. During the week of the inspection, several classes were focusing on colour. Year 5 pupils, for example, were using colour mixes carefully to illustrate weather maps for geography. Pupils were taking great care to select exactly the right colour for their purposes and then to match it across the chart. Pupils have opportunities to observe and they do so with satisfactory attention to detail. Most represent their ideas successfully in visual forms in a variety of media. Pupils have an appropriate knowledge and understanding of artists' work. Pupils with special educational needs are well supported and also make satisfactory progress. In the last inspection, attainment in art was in line with national expectations and standards are broadly similar now.
88. In the few lessons, seen the quality of teaching in art was satisfactory. Relationships are good; teachers value pupils' efforts and provide positive support, which gives pupils the confidence to make artistic decisions for themselves. The pace of lessons is usually satisfactory but at times is left to pupils to determine and, in these situations, pace becomes slow. Teachers generally have satisfactory subject knowledge and understanding to provide appropriate technical support and help pupils to make progress. Assessment does not always sufficiently inform planning. The content of lessons is well planned and learning aims are usually identified for the whole class, but not for groups or individuals within the class. Consequently, pupils need the individual support that teachers provide to help them approach their tasks successfully and to maintain their satisfactory progress.

89. The curriculum is broad and balanced, and pupils work in a good range of media and scale. The school has sufficient resources for art and they are used well. Display of pupils' art work around the school is often of good quality and provides good support for pupils' aesthetic awareness.

DESIGN AND TECHNOLOGY

90. Only one design and technology lesson could be seen during the course of the inspection. Evidence for the report is therefore based on a scrutiny of pupils' work displayed around the school, on teachers' planning and on discussions with pupils, teachers and the co-ordinator. It is not possible to judge the quality of teaching in design and technology. Despite the lower emphasis placed nationally on design and technology since the last inspection, the school has maintained the satisfactory standards found then and has addressed the key issue to ensure that all aspects of the subject are covered. Pupils, including those with special educational needs, make satisfactory progress throughout the school and achieve appropriately. They often have good opportunities to exercise their number skills in designing and making. There are also good opportunities for pupils to estimate numbers as part of the design process.
91. In Key Stage 1, pupils work with materials including wood, paper, card and fabric. They design, make drawings and produce lists of materials they need to make the model. They cut, glue and join materials to complete their construction. For example, a Year 1/2 class designed and made swimsuits for teddy bears. At Key Stage 2, pupils produce simple design drawings that show details of construction and consideration for the intended use of the artefact. They use wood, card, fabric and other materials in their constructions. Examples of Year 6 work seen on display included weather vanes and rain gauges, which had been produced to record weather observations. Overall, standards of attainment are in line with national expectations for the end of both key stages.
92. Evidence of progress through the school was afforded by the range of work prepared for display at the Royal Cornwall Show. Pupils, including those with special educational needs, had constructed models based on hen's eggs, made decorated Cornish hats and produced three-dimensional collage pictures of local scenes. The work showed increasing sophistication in design detail and construction. The co-ordinator is well qualified for the development of design and technology. The subject is well resourced, but until the new accommodation is in use lack of space is a constraint on the breadth of activity.

GEOGRAPHY

93. Overall, the pupils, including those with special educational needs, are making satisfactory progress throughout the school and their achievements are appropriate in relation to their prior attainment. This is an improvement since the last inspection, when, at the end of Key Stage 2, the standards pupils attained were below national expectations. Evidence from teachers' planning and work seen during the inspection, indicates that pupils are now provided with an appropriate curriculum and that such weaknesses as the lack of coverage of seasonal weather patterns, have been addressed. The subject also makes a good contribution to the development of pupils' reading, writing, speaking and listening skills. There are frequent opportunities for pupils to practice their literacy skills, in particular through spoken contributions to class discussions at Key Stage 2.
94. No lessons were seen at Key Stage 1, but evidence from scrutiny of work indicates appropriate knowledge of maps and plans, including the use of keys, through the studies of the school and

village. The rate of learning is satisfactory and pupils of all levels achieve satisfactorily in relation to their prior attainment. The pupils gain knowledge of both human and physical features. They learn to record and communicate their ideas through their investigation of a theme. When they are studying weather, for example, they investigate good and bad weather linking this to weather forecasting. In their studies of 'Homes and Gardens', they investigate different types of houses, learning about detached, semi-detached and terraced types. Overall, by the end of Year 2, most pupils have suitably developed geographical skills and appropriate knowledge of their own locality.

95. At Key Stage 2, local studies continue in greater depth and weather studies include such aspects as seasonal cyclones and the 'Beaufort Scale'. World-wide weather patterns are studied and environmental issues are discussed and debated. One example of this is the effect of a new Supermarket on the local environment and people. The main topic of learning at Key Stage 2 during the inspection was of extremes of weather. Clear progression is seen in the activities that pupils encounter through the key stage. In Years 3 and 4 for example, pupils study the effects of weather on holiday locations using globes and maps to locate climate zones. In Years 5 and 6, pupils interpret information to investigate extremes of weather and their effect on the world. By the end of Year 6, pupils reach appropriate standards in understanding the importance of location and starting to describe geographical patterns. They have an appropriate range of geographical skills to investigate themes and places. Pupils have a good knowledge of the location of places; they can point out, for example, the Philippines and Thailand in an atlas, without hesitation.
96. The teaching of geography is satisfactory at Key Stage 2. There was insufficient evidence to make a judgement at Key Stage 1. Lessons are suitably planned and organised to enable pupils to develop their geographical skills and to investigate planned themes. A broad range of book resources and computer programmes are organised and available and good opportunities are presented to pupils to use these independently and profitably. On some occasions, pupils are left too long to work independently and there is a lack of whole class intervention. Pupils' responses to geography are good and well planned and organised lessons and are met with enthusiasm and interest. They work well collaboratively and independently, but when left too long without direction, become a little restless and off task. Pupils with special educational needs are well supported and also make satisfactory progress at both key stages.
97. The school does not have a sufficiently clear planning system, as yet, to show long term coverage of the requirements of the National Curriculum through both key stages. Consequently the co-ordinator, although enthusiastic, does not have a clear overview to check coverage. Leadership is satisfactory. The subject co-ordinator gives guidance to teachers on their planning and ensures that there are sufficient resources available. She has a clear vision for the subject's development, which appropriately includes greater awareness of other environments and climates.

HISTORY

98. Because the focus in the school at present is on geography, it was not possible to see any history lessons during the inspection. Samples of pupils' work and teachers' planning indicates, however, that most pupils, including those with special educational needs, make satisfactory progress at both key stages and pupils' abilities to interpret, investigate and explain the past are adequately developed. Standards of work are similar to those reported in the last inspection and continue to meet national expectations.

99. By the end of Key Stage 2, pupils know about the distant and the more recent past and how people lived in earlier times. They have good knowledge of the past in their locality. Groups from the school regularly visit the China Clay Museum to learn about the industry in which many of their forebears worked. They also study historical periods across a broader perspective. Year 6 pupils, for example, have recently completed a project on the Victorian period.
100. It is not possible to make an overall judgement on the quality of teaching in history, but it is evident that planning is sound and that teachers have at least sufficient knowledge of the subject. Marking is accurate and up to date and shows a positive response to pupils' efforts. Pupils respond well in their written work, which is well presented and shows some good examples of personal research. Some individual pupils have clearly been motivated by the topics to extend their research. The subject makes a good contribution to the development of pupils literacy skills.
101. Since the last inspection there have been a number of staff changes, including the appointment of a different co-ordinator for history. Unfortunately, the co-ordinator also leads two other subjects, which leaves little time for history. At present, monitoring of the subject is not sufficient to track the balance of time given in each class to history and geography. Teachers work to imported curriculum guidelines that give an overall framework for planning, but a scheme of work is needed to give teachers more help to plan for the development of historical skills and concepts for pupils in the two year classes.

INFORMATION TECHNOLOGY

102. Not all aspects of information technology are properly covered at present, and while pupils make satisfactory progress across most of the subject, progress overall is unsatisfactory and standards are below expectations.
103. At the end of Key Stage 1, pupils log on with confidence to the school network. They use the mouse and keyboard appropriately to enter passwords and respond to on-screen prompts. Pupils initiate an Internet search and record their findings. They are confident in their use of word processing and art software. Pupils have very little experience, however, of using data handling software, controlling a robot or exploring an information technology based model.
104. At the end of Key Stage 2, pupils are competent in using the computer to process text, create pictures and enter data on a spread-sheet to create a graph. They access the Internet and use a protected search engine to find information on specific topics. Pupils lack higher order skills, such as using multimedia, and have only limited experience of controlling events by means of a computer or using data base software.
105. Pupils' progress is inconsistent and, in some areas of work, unsatisfactory owing to a combination of factors. The school lacks a suitable range of software and has not fully developed its scheme of work; as a result, pupils do not acquire skills in information technology in a logical sequence. The role and requirements of information technology have developed significantly since the last inspection and, although the full range of the National Curriculum for information technology is not being taught, it is clear that the school has made substantial improvements since then. Those pupils with special educational needs make similar progress to their peers.
106. Teaching through both key stages is good. Teachers demonstrate good subject knowledge, a high level of challenge and very good class management; this was exemplified by a Year 3 lesson, when pupils made effective use of an art software program to draw a friend and made good progress in

developing computer skills. Pupils are generally well motivated and their behaviour is good in information technology lessons. Sometimes computer work generates a level of excitement amongst pupils, which accentuates and stretches their varied abilities to work co-operatively. This was very evident in a Year 6 lesson on using a spread-sheet to create a graph, when girls collaborated well and made significantly better progress than boys.

107. The school's use of information and communication technology to support and enrich the wider curriculum is erratic. Excellent examples were observed, for instance when Year 2/3 pupils supported their geography work on climate zones with an Internet search using key words such as 'rain forest' and 'desert'. Generally, however, subject support is underdeveloped. In mathematics, the school lacks critical software to meet the demands of the curriculum. Although the machines in the computer suite are more modern, the potential of the older, class based computers to enrich subject teaching is not fully exploited.
108. The co-ordinator assumed responsibility for information technology less than a year ago and has therefore had little time to make a significant impact on the subject's implementation throughout the school. Nevertheless, she has a high personal level of capability and a clear vision for future development. Resourcing is in a transitional stage; the computer suite is equipped with an excellent range of hardware, but the school lacks the necessary range of appropriate software.
109. The school is developing its documentation in line with nationally recommended policies and incorporating the necessary changes in order to meet the statutory requirements, from September 2000, of the new National Curriculum. The school is well aware of the need to develop its schemes of work, assessment systems, resources and staff confidence in order to improve its provision for information technology.
110. At the time of the last inspection, not all aspects of the National Curriculum for information technology were consistently covered. They still are not, but this time it is because the school is in a state of transition, moving to new computers that work to a different system. There is every indication that when the school has completed its intended purchase of software for the new system in the next few weeks, all aspects of information technology will be covered.

MUSIC

111. Most of the music teaching during the inspection was by a visiting specialist who was beginning a programme of support to work with pupils and teachers as a project to improve the music provision across the school. Opportunities to see school staff teaching music were limited.
112. Most pupils do not make satisfactory progress in music as they move through the school. At present there is no effective structure to ensure a progression of skills in performing, composing and listening. The evidence seen indicates a modest level of skills of pitch, rhythm and pulse and pupils attainments are generally below the national expectations for the end of both key stages. Pupils sing willingly in assemblies and would clearly improve the quality of work, given more opportunities. The school is aware that, with staff changes, standards are lower than at the time of the last inspection and have sought help from the Local Education Authority's support services.
113. The teaching seen during the inspection ranged from good to unsatisfactory. The lessons seen by the visiting specialist were good. The teaching by resident staff is satisfactory overall, but there are shortcomings and there is some unsatisfactory teaching. In general, teachers' personal musical skills, and their knowledge and understanding of the subject, are limited. Expectations are not

sufficiently clear and are not matched to pupils' levels of prior attainment. As a result, pupils do not always have sufficient confidence in and clarity about the aims they are working to. Assessment is undeveloped in the subject so that planning to meet pupils' needs is at a very early stage. On the whole teachers manage their classes well, but lack of rigour in some music lessons leads to restlessness and, sometimes, unsatisfactory behaviour. The lack of focus in some planning means that pupils with special educational needs also make unsatisfactory progress and find it difficult to sustain their concentration.

114. The curriculum leader for the subject is anxious to encourage and facilitate the subject, but lacks personal musical skills. There is hope that the support of the visiting specialist, for a short period, will help to remedy some of the shortcomings now apparent. It is to the school's credit that the deficiencies are recognised and action has been taken. Opportunities for extra curricular activities include instrumental lessons on guitar and recorders. There is no choir at present, but the co-ordinator plans to introduce choral activity. Resources for music are unsatisfactory; there are too few instruments and they need refurbishment. At present support for pupils' spiritual awareness through music is inconsistent. Pupils listen attentively to music in assemblies and there are opportunities for reflection while listening, but opportunities to enjoy good quality performances are limited. The music curriculum includes elements of world music, but this is not a significant feature and opportunities to raise multicultural awareness are missed.

PHYSICAL EDUCATION

115. Pupils of all levels of prior attainment, make satisfactory progress in physical education at Key Stage 1, but there is insufficient inspection evidence to make a judgement about progress at Key Stage 2, or to judge pupils' attainment overall. All aspects of the subject are covered. There is a particular strength in the provision for swimming at Key Stage 2, where there are nine lessons per year throughout the key stage. Provision for extra curricular activities in sport is good, including for example, football, netball, rounders, cricket and athletics. Additionally, there are frequent netball and football matches against local schools and there is participation in cluster sporting events and tournaments.
116. At Key Stage 1, pupils make satisfactory gains in their dance and games activities. In dance, by the end of Year 2, pupils show effective co-ordination and control and their response to music is appropriate. They have a developing awareness of each other's performance. In games activities, their throwing and catching skills are appropriate for their age and control of body weight is also satisfactory, which enables them to have suitable control when kicking, dribbling and throwing.
117. The teaching of physical education is satisfactory and lessons always have an appropriate format, which includes a warming up session so that pupils are ready for work and the risks of strain are minimised. Explicit teaching of skills is a feature of every lesson and helps all pupils, including those with special educational needs, to make steady progress in the subject. Lessons have clear instructions for tasks, with sound organisation of pupils and resources so that pupils learn within a well established framework. Pupils' responses are generally good. They work effectively in groups, carrying out instructions and treating resources with care. For example, they are careful not to let balls go out of control in the confined space of the hall.
118. The co-ordinator is newly in post and is well qualified and enthusiastic about the development of physical education. She gives good support to the provision for the wide-ranging extra curricular activities and ensures that there are adequate resources. The policy has recently been reviewed and is now ready for full implementation. Overall, the leadership of the subject is satisfactory.

RELIGIOUS EDUCATION

119. Religious education now has an established place in the school's curriculum and issues raised in the last inspection on coverage of the curriculum at Key Stage 2 have been successfully addressed. Pupils' attainment, which was unsatisfactory at the end of Key Stage 2 in the last inspection, is now in line with the standards expected in the locally Agreed Syllabus for the end of both key stages. Current work throughout the school relates closely to the Agreed Syllabus and statutory requirements are met. The subject content is presented sensitively and in a way that allows pupils time to reflect on the issues underlying facts. Consequently pupils' spiritual awareness is promoted well through religious education.
120. Pupils, including those with special educational needs, make satisfactory progress throughout the school. In Key Stage 1 they have good recall of Bible stories; for example the Creation, Christmas and Easter stories. They have a satisfactory knowledge of Christian, Jewish and Hindu festivals and values. When studying the Jewish and Hindu faiths for example, they explore similarities and differences in the values, traditions and celebrations of the Christian, Jewish and Hindu people. Their awareness and understanding of the world, and the need to care and respect our environment, is well established and linked appropriately to tolerance of other people, of other colours and faiths. A satisfactory rate of learning is maintained and throughout the key stage pupils make effective gains in their knowledge and understanding.
121. Learning about religions, ideas and concepts continues at a satisfactory rate throughout Key Stage 2. Sensitive and well informed teaching helps pupils to express their thoughts confidently and encourages them to develop a personal point of view, for example when exploring the significance of 'special places' and the significance to the community of churches and temples. Towards the end of Key Stage 2, pupils understand the relevance of major religious festivals to believers. They understand the importance of making journeys for particular reasons: to Mecca, for example, for Muslims because it is the birthplace of Mohammed. By the end of Year 6, the pupils have an appropriate knowledge of the beliefs and practices of different faith communities and can understand and reflect on the significance on their own lives.
122. Teaching is good at both key stages. Lessons are well planned in good detail with clear aims for every lesson, which pupils understand and work to. Key vocabulary is identified in planning and a period is set aside at the end of each lesson to reflect and assess what has been learned, so that pupils can consolidate their learning. Teachers use a good variety of teaching methods; for example, direct teaching, discussions in twos and shared thoughts through the collection of 'post it' notes on individual reflections. Teachers contribute well to reflective issues by sharing their own thoughts. A good example of this was a teacher revealing the special places in her childhood. As a result, pupils are confident and interested in contributing and the response is good. Teaching is well supported by improved resources, which include a good range of material for work on other faiths. Effective links are made with a range of local churches and religious societies as an additional resource for learning.
123. Teachers use a recently revised school planning format to inform their planning, but this is not yet in an easily accessible format. Assessment is not yet sufficiently developed to fully inform planning. Overall, however, the leadership of the subject is satisfactory and teachers have sufficient frameworks to plan for the satisfactory progress that pupils make. The subject makes a good contribution to the development of pupils' literacy skills. Teachers provide opportunities for pupils to exercise their speaking and listening skills in frequent discussions. Pupils write in response to lessons to record information, retell stories and explore their ideas.

