

INSPECTION REPORT

Boyton Community School

Launceston

LEA area: Cornwall

Unique reference number: 111926

Headteacher: Mrs Jo Keogh

Reporting inspector: Mrs Christine Huard
27290

Dates of inspection: 13-15 March 2000

Inspection number: 189900

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	5-11
Gender of pupils:	Mixed
School address:	Boyton Launceston Cornwall
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Appropriate authority:	Governing body
Name of chair of governors:	Mr Martin Stanbury
Date of previous inspection:	October 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs Christine Huard	Registered inspector	Science	What sort of school is it?
		Information technology	How high are standards? a)The school's results and achievements.
		Religious education	How well are pupils taught?
		Art	How well is the school led and managed?
		Design and technology,	
		Music	
Mr Graham Ellis	Lay Inspector	Equal opportunities	How well does the school care for its pupils?
			How well does the school work in partnership with parents?
Mrs Joyce Cox	Team inspector	English	How high are standards? b)Pupils' attitudes, values and personal development.
		Mathematics	How good are the curricular and other opportunities offered to pupils?
		Geography	
		History	
		Physical education	
		Special educational needs	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Boyton Primary School is a small rural school with 29 pupils on roll. Most of the pupils attend the school from the village and surrounding area. There are no pupils from ethnic minority groups attending the school. There are 7 (24%) pupils on the school's register of pupils with special educational needs (just above average) and 4 pupils have statements (13.8%) - well above the national average. Few pupils are eligible for free school meals. The attainment of children on entry to the school is average. The school is divided into two classes. Class 1 has 13 pupils from reception, Key Stage 1 and Year 3. Class 2, has 16 pupils from Years 4, 5 and 6. The substantive headteacher was absent due to ill health prior to, and for, the duration of the inspection and her place was taken by an acting headteacher. Since January, Class 1 has been taught by a teacher on a temporary contract.

HOW GOOD THE SCHOOL IS

Boyton School provides its pupils with a good education and has some very good features. The pupils achieve standards in English and mathematics which are close to the national average and they achieve standards well above the national average in science. Standards in information technology and music are above average. Standards in other subjects observed including religious education are satisfactory. The overall quality of teaching is good. Teachers ensure pupils' attention in lessons and aid their learning by planning tasks that are closely matched to pupils' abilities. The overall leadership and management of the school are sound. The acting headteacher's leadership is very good and she has worked hard to raise staff morale at a difficult time. The substantive headteacher has worked hard to redress the issues raised at the previous inspection and has made sound progress with this. The governors are supportive of the school but are not sufficiently focused and aware of their responsibilities. The school staff all work hard to create an interesting and stimulating learning environment. Pupils' attainments are monitored carefully to ensure that standards are maintained. The school provides very sound value for money.

What the school does well

- Teaching is of an overall good quality and pupils learn effectively, particularly in environmental science.
- The pupils have very good attitudes towards their work. They are eager to learn and approach their work with enthusiasm.
- The behaviour of the pupils is very good, they take responsibility willingly and they form very good relationships.
- The school provides a broad curriculum and uses its site to best advantage.
- Relationships with parents are very good. Parents provide highly valued support and constructive help in the classrooms.

What could be improved

- The governors' knowledge and awareness of their roles. Most are unable to effectively fulfil their role as 'critical friend'.
- Pupils with special educational needs do not have up-to-date Individual Education Plans.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected October 1996. At that time the report stated that **standards achieved by pupils were requiring some improvement**. There has been a steady improvement over time and standards are close to the national average in English and mathematics. Standards are well above the national average in science. The overall trend of improvement is broadly the same as that nationally. When compared with similar schools results are below average in English and mathematics and well above average in science. However, statistics involving a very small number of pupils, as in this case, must be viewed with extreme caution as one child represents a large number of percentage points. **The quality of education provided by the school was good**. This is still so. The curriculum is broad and the school makes very good use of its own facilities to enhance this. The staff work very hard to provide tasks that are well matched to pupils' interests and their individual abilities. **The school's climate for learning was very good**. This still prevails. An

interesting and stimulating learning atmosphere is created through the provision of good teaching, informative displays and attractive surroundings. Pupils are fully involved, enthusiastic and ready to learn. **The management and efficiency of the school were good.** The headteacher has worked very hard to address the key issue to develop the role of governors and involve them in the policy making and the curriculum developments of the school. However, they do not have a great enough awareness of their roles and do not perform their role of 'critical friend' effectively. Too few planned, monitoring visits to the school are made and the governing body is too heavily reliant on a few of its number to carry out its collective responsibilities. The school has developed more effective systems for evaluating teaching and learning with the aid of the local education authority. The key issue of involving parents more in the education of their children has been very effectively carried out with a good quality home school agreement and parents providing much needed and highly valued support for many school activities. The quality of the learning environment has been greatly improved. There are now adequate facilities for gymnastics and the storage area for resources is very good. The school has made satisfactory progress since the last inspection and has a sound capacity to improve further.

STANDARDS

In 1999 pupils attained average levels in English and mathematics and well above average standards in science. When compared with similar schools standards were below average in English and mathematics and well above average in science. There were only very few pupils taking the tests and therefore statistics should be viewed with great caution. Results in English are particularly affected by pupils with special educational needs for whom literacy is a particular problem. The school has set realistic targets for this year's tests based on careful monitoring of pupils' achievement. Standards of work in information technology are good. Pupils have wide experience of all the prescribed Programmes of Study and the use of information technology is well integrated into the whole school curriculum. Standards in religious education are satisfactory overall, although coverage of the curriculum is a little thin in Class 2.

Standards in music are good and in all other foundation subjects they are satisfactory.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes towards work and school are very good. They are well motivated and eager to learn because lessons are made interesting and stimulating. They are very attentive and responsive and enjoy being in school.
Behaviour, in and out of classrooms	Behaviour is very good overall. Pupils are polite to their teachers and each other. They move around the school showing due care for others and playtimes are harmonious occasions.
Personal development and relationships	Pupils have developed very good learning skills and work independently on group and individual tasks. They co-operate well. They take responsibility for a number of tasks around the classroom and school. Relationships between pupils and adults are very good.
Attendance	Attendance is very good and well above the national average. Pupils are eager to attend school. Pupils arrive on time and sessions start promptly.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	N/A	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 overall quality of teaching is good. In all lessons observed it was at least satisfactory. Very good teaching was seen in 40% of lessons. The teaching of English and mathematics is particularly successful because teachers are knowledgeable and provide tasks that are challenging and enthuse the pupils. This enables them to do their best and learn effectively because their interest is aroused and maintained. The teaching of literacy and numeracy has been successfully implemented and teachers are confident and enthusiastic. Pupils' attitudes help them learn effectively because they concentrate well, work and research independently, and listen carefully to the teacher and each other. They show enthusiasm for the tasks set because they are matched well to their individual abilities.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad, and stimulating. It interests and matches the abilities of pupils and reflects the aims of the school. Good use is made of the local environment to fulfil curricular requirements. It is enhanced by a wide range of extra-curricular activities.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good. The pupils have full access and entitlement to a broad and well-balanced curriculum. Careful consideration is given when adapting the curriculum to meet the specific needs of pupils with statements. However the Individual Education Plans for most pupils have not been recently reviewed and updated; this is unsatisfactory.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall provision. The staff are very good role models and social and moral development are both very strong. Pupils develop a clear understanding of right and wrong. Good provision is made for pupils' spiritual and cultural development and pupils have time to reflect on wider issues during assemblies and in lessons. Good opportunities are given for pupils to appreciate a range of music and art.
How well the school cares for its pupils	Generally good overall. There are regular health and safety checks. Behaviour and discipline policies are in place and consistently applied by all staff and adults in the school. Appropriate child protection procedures are in place.

The school works very well with parents through a range of projects and enables them to feel part of the school community. Their help and participation in school are encouraged.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The quality of leadership and management overall is sound. The substantive headteacher has succeeded in building a school that is part of the local community and has successfully addressed some of the issues from the previous inspection. The acting headteacher has worked hard to raise staff morale at a difficult time and both headteachers have received unstinting support from staff and parents.
How well the governors fulfil their responsibilities	The majority of the governors do not have sufficient awareness or understanding of their roles in order to be able to fulfil them adequately. This is an unresolved issue from the previous inspection.

The school's evaluation of its performance	The school has a sound overall monitoring and evaluation strategy. Pupils' performance is carefully tracked and monitored on an individual and year group basis. The implementation of the literacy and numeracy strategies has been effectively monitored with the help of the local authority.
The strategic use of resources	Good use is made of all resources – staff, financial and material. Principles of best value are taken into account when making spending decisions, e.g. the use of additional literacy support funding. The accommodation is good. It is made attractive by the displays of plants and pupils' work. The exterior is particularly well used.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school has high expectations for all its pupils regardless of ability. • The pupils behave very well in and out of the classroom. • The teaching is very good and the teachers are really interested in their pupils. • Their children love coming to school. • The staff are very approachable and quickly deal with any concerns. 	<ul style="list-style-type: none"> • A very few parents are concerned by the number of teachers by whom their children are taught each week.

The inspection team concurs with the parents' positive views. The inspection team agrees that the use of staff needs to be reviewed in order to create less disruption within classes.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Attainment on entry to the school, which currently takes place during the year in which pupils are 5, is generally around average based on baseline assessment. At the present time there are no pupils under five in the school and all pupils are working to the National Curriculum Programmes of Study.
2. At the end of Key Stage 1, results in the national tests for 1999 in reading, writing and mathematics were very high. This was the case when compared to schools both nationally and those in a similar context to Boyton. In reading and writing, Teacher Assessments were the same as test results. In mathematics test results were slightly higher than Teacher Assessments. Over the last four years the results have fluctuated, which is to be expected when a small number of pupils are taking the tests each year. The results in 1999 were particularly high. The trend has been of sustained improvement over time – greater than that shown nationally.
3. At the end of Key Stage 2 results in the national tests in 1999 were close to the national average in English and mathematics and well above average in science. When compared to similar schools, results were below average in English and mathematics and well above average in science. The results show a marked improvement over the previous year in science and mathematics, although results in English slipped back in 1999 after very good results in 1998. The overall trend is upwards in line with that shown nationally.
4. It must be noted that the number of pupils taking National Curriculum tests and tasks is very small compared to most schools. Each pupil counts for a significant percentage of a year group. Therefore the performance of just one or two pupils can alter results significantly from year to year producing quite large differences in the results achieved.
5. In the last inspection, standards were judged to have been in need of some improvement. Standards have improved significantly in both science and mathematics, although that for English has shown greater fluctuation. On further investigation it seems likely that this is because the school has consistently had a number of pupils with special educational needs and literacy difficulties which are accentuated more in the English tests than in science or mathematics.
6. The inspection evidence shows that pupils make good progress as they move through the school and standards do improve in relation to pupils' attainment on entry. From an examination of pupils' work, standards achieved in Year 6 are generally below the national expectation. This is wholly due to there being a high percentage of pupils with severe special educational needs in the year group. However, the work also shows that the standards of learning are generally satisfactory and in all of the lessons observed progress made was at least satisfactory. Pupils show a sound general knowledge and understanding of work being covered, for example when studying word problems in mathematics or the work of Ted Hughes in literacy. Orally they show good recall and good writing and literacy skills enable written recording to be of a good standard. The school has set appropriate targets for the pupils in Year 6, bearing in mind the high proportion of pupils with special education needs. They are well on course to achieving these.
7. In English pupils make good progress, particularly in reading and writing. In the lessons observed during the inspection pupils made at least satisfactory progress, particularly when teaching was stimulating and effective.
8. Pupils develop good speaking and listening skills. They are confident and have a wide vocabulary and good language skills. They learn well through discussion activities in English and other subjects, such as science and music. Pupils in Key Stage 1 enjoy reading and show confidence when reading aloud. They have a wide range of reading opportunities and have good strategies for tackling new or unknown vocabulary. Good records are kept of progress made and daily reading activities promote effective learning. In Key Stage 2 pupils make good

progress. Their skills are increasing and many readers can skim and scan texts for information. Pupils' confidence in reading independently aids their progress in English and other subjects – such as mathematics. Standards are above average in writing at the end of Key Stage 1. Pupils write neatly in a joined script, common words are generally spelled correctly and pupils use their knowledge of phonics to help them with this. By the end of Key Stage 2 most pupils are working at the expected level and pupils with special needs receive effective support from special needs support assistants. Higher attaining pupils are developing more advanced writing skills and understand and use subordinate clauses when writing their own science fiction stories.

9. In mathematics the standard of work of the pupils currently in Year 6 is below what is expected for pupils of their age – because of the number of special needs pupils present in the year group. Younger pupils at the end of Key Stage 1 attain above average standards. In the lessons seen during the inspection pupils in both key stages made good progress overall. Higher attaining pupils and those with special educational needs made good progress because appropriate yet challenging tasks were prepared for them. The evidence of their previously completed work shows that pupils have made good progress over time and the implementation of the numeracy strategy has been of positive benefit to this school. Pupils practise mental mathematics regularly and this helps their progress particularly with number and applying those skills.
10. In science, Teacher Assessments at the end of Key Stage 1 in 1999 were very high when compared to all schools nationally and when compared to similar schools. The evidence available during the inspection suggests that these results were generally accurate and knowledgeable and thorough science teaching allows pupils to make particularly good progress in this area. Pupils make very good progress through Key Stage 1 and generally achieve standards well above national expectations. Overall, pupils' progress in Key Stage 2 continues to be very good. This is particularly aided by consistently good teaching, which enables pupils to experiment and investigate scientifically and record their work in a variety of ways.
11. Pupils make good progress in information technology and have many opportunities to use computers to cover the whole range of the required curriculum. Consequently their attainment at the end of both key stages is above expectations. Pupils are making satisfactory progress in religious education at both Key Stages, although little work has been recorded in Years 4, 5 and 6.
12. In the other areas of the curriculum, pupils make good progress in music resulting in above average standards being reached. Pupils make sound progress in art, design and technology, geography, history and physical education and attain average standards.
13. Pupils with special educational needs make good progress. Pupils with Statements of Special Educational Need make good progress because of one-to-one support from the classroom assistants. The school makes appropriate use of its baseline assessment to clearly identify pupils who require additional support.
14. Overall pupils are achieving standards in excess of what might be expected in relation to their prior attainment because a stimulating and interesting learning atmosphere is created for them. Teachers know their pupils and match work very closely to their individual needs and challenge them well. Their progress is assessed and mapped effectively so that the next steps of learning are appropriate. Very good support is provided in the classroom from support staff and voluntary helpers alike.

Pupils' attitudes, values and personal development

15. Pupils' attitudes to school, their behaviour and their personal development are very good. Relationships are very good. These are strengths of the school.
16. Pupils are very keen to come to school. They feel safe and valued by staff and their peers. They show very positive attitudes to learning and enjoy being in school, appreciating the efforts of the staff in providing a caring environment in which they feel valued. They carry out duties responsibly and sensibly, for instance when preparing the hall for acts of collective worship or ordering the school lunches.

17. In lessons, pupils listen very carefully to instructions, work well independently or in co-operation with others and show an enthusiasm to do well. They respond eagerly to questions, whilst listening carefully to others' opinions. Pupils are happy to explain what they are doing and are confident to seek advice from teachers if they are unsure of what to do. They concentrate well on their work, enjoy being challenged and persevere when they find learning difficult. This was particularly evident in the Literacy Hour, where all pupils settled very quickly and purposefully to the group or independent tasks and worked hard whilst teachers were busy with other pupils.
18. Pupils are very well behaved. This very good behaviour contributes much to pupils' learning in the classrooms and to the quality of life throughout the school. Pupils know what is expected of them and they demonstrate high levels of self-discipline. They are very polite and considerate to one another, to staff and to visitors. For example, at lunchtime, a year 6 pupil, without prompting, removed an inspector's plate quietly and efficiently. The pupils take good care of equipment and furniture and handled plants in the garden with respect and sensitivity during a science lesson. They play well and behave properly in the playground. The older pupils are very caring towards the younger children and pupils of all ages work and play together happily and harmoniously. There is no evidence of bullying and pupils are aware of what to do if they encounter it. There were no exclusions at the school last year and the rate is static.
19. Relationships are very good. All the staff, teaching and non-teaching, and other adults who help in the school are very good role models. Pupils form friendly relationships with one another and with the staff. In classes, there is an atmosphere of willing co-operation and mutual respect and trust between staff and pupils. Pupils are sensitive to each other's feelings; they work and play together happily in mixed gender groups. Pupils with special educational needs are fully integrated into classroom activities and the other pupils appreciate their efforts.
20. Attendance is very good. It is currently above the national average and unauthorised absence is negligible. There are no major attendance problems. Registers are completed promptly and efficiently in accordance with regulations. Pupils are punctual in their attendance, which enables lessons to start on time. Good monitoring of attendance takes place.

HOW WELL ARE PUPILS TAUGHT?

21. The previous inspection reported that teaching was good overall. It was very good or better in 25% of the lessons seen and all teaching was satisfactory or better. The good quality of teaching has been maintained. In the current inspection 19 lessons or parts of lessons were observed. The quality of teaching was good overall with all teaching observed being satisfactory or better. Of these lessons, 75% were good or better with 40% being very good. Very good teaching was seen in both classes.
22. The teaching of literacy and numeracy is good with some very good teaching in both of these areas and that of science is very good overall. The structure of the literacy and numeracy lessons is good and pupils particularly benefit from the group tasks, which are well matched to their abilities. Group teaching by support staff and volunteers is also highly effective because they have been very well briefed by the class teachers. For example, a parent was helping with information technology. The quality of teaching was good. He had been well briefed by the class teacher and his use of questions greatly enhanced pupils' ability to find their way around the internet and research and record specific information about the planets. A limited amount of teaching in other subjects was observed but because of the short duration of the inspection it is not possible to give definitive teaching judgements on all subjects. However, inspectors gathered evidence from looking at pupils' past and present work, classroom displays, photographs and talking to pupils. The teaching of physical education was good, and that in art, music and geography was satisfactory. However, from the quality of music making generally in the school it is evident that most pupils have made good progress and learned effectively in this area. No lessons in design and technology, religious education or history were observed during the inspection.
23. There are some notable strengths in teaching and it is the main reason for the improvements in standards in English, mathematics and science and for maintaining or improving standards in other subjects. In literacy and numeracy, where skills are well taught in both classes, the

practice in Class 1 of dividing the pupils according to both age and ability and curtailing the 'sitting' time for the youngest pupils is having a very positive effect on raising standards for pupils of all abilities, including those with special educational needs and gifted and higher attaining pupils. The splitting of the school into three classes in order to make use of additional literacy support is beneficial and teachers make good use of the time by focusing their activities even more closely to the ability and ages of the pupils involved.

24. Teaching is very effective because teachers' high expectations are matched to tasks and teaching strategies which challenge pupils appropriately. The best teaching is planned well and identifies clearly what pupils are to learn. Lesson objectives are displayed prominently and discussed, referred to during the lesson and reinforced in the plenary session at the end of the lesson, so that pupils and teacher leave knowing what has been learned. Sometimes the teacher will go further and tell pupils how their learning will develop in the next lesson. For example, in a literacy lesson the teacher explained how the pupils' work on the vocabulary used in 'The Iron Man' would be extended into other techniques used for effect in the next lesson. This is good practice.
25. All teachers are generally confident and have at least good subject knowledge in all areas of the National Curriculum. They have high expectations of their pupils in both academic performance and conduct. They set challenging tasks, encouraging pupils to seek solutions for themselves. In the music lesson observed pupils had to listen to Ravel's Bolero and discover for themselves the time signature. Class 2 pupils worked successfully on methods of plant reproduction and growth, investigating plant tubers, runners and a variety of root systems. Teachers are technically competent in teaching literacy skills, positively seeking opportunities to reinforce knowledge, for example in Class 2 where pupils were skimming and scanning texts in order to identify adjectives used. Teachers make good use of effective open-ended questions (for example, in a literacy lesson "Where do you think the Iron Man could have originated?") which require pupils to produce a carefully considered response.
26. For the current half term teachers planned effectively together. They use methods to meet the needs of all pupils. However, the task of planning across what is effectively three key stages in Class 1 is an onerous one. The class contains pupils from Year 3 who are at a much more advanced level both academically and socially than their classmates. The work planned is appropriate but the pupils concerned do not always receive the mental stimulation and discussion which would be provided by pupils closer to their own stages of development. Tasks are set appropriately for pupils of different abilities and provision for pupils with special educational needs is good. Work provided for pupils with Statements of Special Educational Needs is well matched to targets identified in their statements, which results in good progress. However, although some pupils have been given specific targets, Individual Education Plans for many pupils have not been updated. This means that it is difficult to assess progress in relation to their specific needs. Teachers are very aware of pupils with special educational needs in their classes and pupils receive very good support from the classroom support assistants.
27. Teachers know their pupils very well and classroom management is generally very good. However, unsatisfactory behaviour is not always treated consistently. Rarely during the inspection did a teacher have to censure a pupil but when incidents did occur they were usually handled positively. Teachers positively seek to raise pupils' morale and self-esteem by the effective use of praise and relationships are very good. These factors contribute significantly to a very good ethos for learning in the classroom.
28. Teachers make good use of time and lessons generally start and finish on time. Lessons take place at an appropriately brisk pace and maintain pupils' interest. On many occasions teachers reminded pupils of the amount of time left in which to complete a task – "You have two more minutes" and "Finish the sentence you are writing before you stop". Support staff are well used, especially in the literacy and numeracy lessons, to work with specific pupils or groups. Their presence in a lesson has a positive impact on the quality of the learning and they work well with teachers in both classes. Good use is made of all resources, including computers to support pupils' skills in information technology within all subjects of the curriculum.
29. The marking of pupils' work is of a good standard and constructive comments are made. Teachers are generally good in assessing pupils' performance during a lesson through the use of focused questioning which helps pupils recall what they have learned. More formal

assessment in English, maths and science is made but there is too little assessment in other subjects. Homework is used to reinforce and extend earlier learning from lessons. Parents are happy with the homework provision.

30. Pupils' learning is of a good quality because of the good and often very good teaching. Lesson observations revealed the closeness between the quality of teaching and the quality of learning. Over time pupils make good progress in learning and raise levels of attainment as they progress through the school. They mostly show high levels of concentration, work at a good pace and, through effective use of the plenary session at the end of lessons, have a good understanding of what they have learned. Teachers positively relate new work to previous lessons so that pupils' knowledge and skills and independent learning develop progressively through the school.

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

31. The curriculum meets statutory requirements for the National Curriculum and follows the guidelines for religious education in the Locally Agreed Syllabus.
32. The previous inspection stated that "few subjects currently have policies". Although the school has completed several policies since the last inspection, there are still no policies for mathematics, history and geography. Despite the lack of policies, there is a broad, interesting and stimulating curriculum, which meets the interests and abilities of all pupils and reflects the aims of the school. A sufficient amount of time is devoted to each subject. The addition of a school hall means that pupils now have full access to all aspects of the physical education curriculum. This represents a considerable improvement since the last inspection.
33. The provision for pupils with special educational needs is good. The pupils have full access and entitlement to a broad and well-balanced curriculum. Careful consideration is given when adapting the curriculum to meet the specific needs of pupils with statements. For instance, two year 6 pupils use the computer to word process their English work, as they experience difficulties in written recording.
34. There are good strategies in place for the development of literacy and numeracy. The school has introduced a number of innovations to the curriculum in its efforts to raise standards. Good additional support is provided for lower attaining pupils and those with special educational needs, which raises their attainment and accelerates progress. Good use is made of "booster" classes for pupils in years 3 and 4 who receive additional support with literacy and numeracy.
35. The school makes good provision for extra-curricular activities. There are clubs covering music, environmental studies, computing and a wide range of sports. Staff work very hard to provide extra-curricular activities in addition to their other duties and the clubs contribute significantly to the quality of education pupils receive. Educational visits add breadth and interest to the curriculum providing a valuable experience for those involved.
36. Provision for the spiritual development of pupils is good. Religious education, collective worship and assemblies contribute a major part to this but times for quiet reflection are included as a matter of course through the whole school curriculum, enabling pupils' spiritual awareness to develop. For instance, pupils in the Year 4, 5 and 6 class were fascinated by the root systems of the celandine during a science lesson.
37. The curriculum ensures that pupils' knowledge and insight into other beliefs are developed through their work in religious education, which includes the study of other world faiths, as well as Christianity. Pupils are encouraged to reflect on their own life experiences in acts of collective worship. For instance, they clearly and confidently express the need for rules in life when discussing this with the local vicar.
38. Very good provision is made for pupils' moral development. It is fostered through the school's behaviour policy, which places considerable emphasis on co-operation, respect and responsibility. The School Charter, which was written by staff and pupils, underpins the work of the whole school and lies at the heart of all relationships. There is mutual trust and respect and

staff value and care about each and every child. Pupils are very clear about what is acceptable and unacceptable behaviour and demonstrate high levels of self-responsibility.

39. The provision for pupils' social development is very good and creates a strong sense of community. Pupils are given opportunities to develop their sense of social responsibility and to grow in confidence and independence. For example, the Year 6 pupils competently collect the orders from pupils, count the number of hot schools meals required and then confidently telephone the lunch order to a nearby school. Pupils are given frequent and varied opportunities to work together in pairs or small groups in many lessons. Social contact outside the classroom is promoted through the many extra-curricular clubs and by participating in sports teams and competitions. Pupils are encouraged to think of others by raising money for charities. The school is organising a non-uniform day to raise money for people in Mozambique and staff and pupils have raised money for Battersea dogs' home, St. John's Ambulance and the National Children's Homes.
40. Pupils are provided with sound opportunities to develop their knowledge and appreciation of their own and other cultures. The school has organised trips to St. Ives, Dingle Steam Village (to study fairground art) and Truro museum. Many visits are organised to the local church, and pupils enjoy studying the local history and geography of the area. In art, pupils study a good variety of Western artists. In the Literacy Hour pupils gain a wide appreciation of literature, by study texts from other lands and times. Pupils have an appropriate understanding of their own Christian traditions and their experiences are enhanced by the strong links with the local church. Pupils also learn about the traditions and festivals associated with Hinduism. In geography, pupils compare Boyton with Port Isaac.
41. Pupils in Class 1 are gaining a good understanding of other cultures through their Literacy Hour text "The Great Round the World Balloon Race". So far the balloon has landed in France, Italy and Australia and the pupils are enjoying learning about the balloon's current location: Africa. Older pupils have a good knowledge and understanding of the Commonwealth and they shared their findings in a very successful act of collective worship.
42. Provision for personal, social and health education is good. Raising pupils' self esteem, widening their social experience and developing a growing interest in learning are central to the school's curriculum. There is a comprehensive programme of personal, social and moral education lessons. Acts of collective worship emphasise sharing, responsibility and feelings. There is a detailed programme of health education and good strategies to teach drug awareness. The local police officer led an assembly about dangerous substances and then talked to older pupils about the danger of drugs. Sex education is appropriately taught to Year 5 and 6 pupils, with the assistance of the school nurse.
43. Community links are good. Visitors come to the school from the local community to help with reading. Some local residents have pressure-washed the play fort. Cornish Wildlife has assisted pupils with the construction of the pond and a local artist worked with pupils to produce a stunning willow sculpture, which is enjoyed and appreciated by everyone.
44. There are close affiliations with the local church and chapel. A local nursery has helped with gardening advice and plants.
45. The school has good relationships with other schools and since it is part of the cluster group of local schools, there are many opportunities for all kinds of curriculum support and activities to enrich pupils' experiences. These include training for staff and infant activity days. Good links have been established with the local secondary school, Launceston College. The school plays football and netball matches against local schools.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

46. The school's arrangements for the welfare of pupils are significant strengths and provide a very good caring and protective environment.
47. The previous inspection report stated that support and guidance was good and this continues to be the case. The staff have very good knowledge of pupils and give them very good support. The use of educational and personal support and guidance is good. Behaviour is very

good. There is very good, comprehensive pastoral care provided by all staff, who know individual pupils very well. Staff adopt a judiciously sensitive and supportive approach which, by challenging pupils and encouraging enquiry, develops their learning skills. Personal support and guidance to pupils by the acting headteacher and all staff are very good and this is acknowledged and valued by parents.

48. The provision for pupils with special educational needs is good. They are supported well and integrated in all areas of the school. External agencies are used well and regularly to the benefit of the pupils. The school provides good support and guidance, which assist pupils' progress and their confidence, although Individual Education Plans have not been reviewed and updated, which is unsatisfactory.
49. The school has a good child protection policy with good guidance and procedures. There is a designated staff co-ordinator, who is well trained and experienced. All staff have been briefed in the policy and are aware of the relevant procedures to be followed. Together with the staff's very good knowledge of pupils, these ensure that the school's child protection arrangements are very good. The school has adopted a good health and safety policy and internal responsibilities are understood. The care and protection of pupils' are a high priority and staff are continually watchful of health and safety requirements. There are good arrangements for the care and support of pupils who are taken ill at school, first aid and appropriately maintained accident records.
50. The arrangements for the supervision of pupils at break times and lunch periods are well organised and carried out with care, they are supported by good policy guidance. The school provides a safe and healthy environment.
51. The school has a consistently positive approach to behaviour and discipline founded on extensive understanding of the pupils. The policy is well understood and conscientiously applied by all the staff. There are very good procedures for monitoring and promoting discipline and good behaviour and for eliminating oppressive behaviour. This is primarily implemented through the prevailing behavioural role setting by the staff, who use every opportunity to promote and reinforce acceptable standards of behaviour. The staff's good role models and the positive direction they provide successfully motivate pupils to act responsibly, which is demonstrated by their very good behaviour in and around the school. Bullying is not an issue and, should it be necessary, there are good procedures in place for dealing with it. No oppressive behaviour or bullying was observed during the inspection.
52. There is good monitoring of pupils' personal development. Based on very good knowledge of pupils, the commitment of the staff and the firm foundation of continuous promotion of good behaviour and enthusiasm for learning, there is good fostering of pupils' self-confidence and self-esteem. Monitoring is carried out informally, but nevertheless thoroughly by staff throughout the year. This successfully supports and is substantiated by good and detailed general comments in pupils' annual reports on their personal and social development. However, Class 1 currently is made up of pupils from what are essentially three key stages. It is appreciated that numbers dictate this to a certain extent. However, the Year 3 pupils currently within Class 1 are at a much greater level of maturity than their classmates and for both their academic and social development would now be better served in Class 2. Overall pastoral arrangements, guidance and support are very good and help pupils improve their self-reliance and social skills. They are therefore well prepared with increased maturity and personal development for their next stage of education.

53. The school has satisfactory procedures for assessing pupils' attainment and progress. There is an appropriate assessment of pupils on entry to the school and this is used effectively to identify pupils with special educational needs.
54. The analysis of the national tests is thorough and it is used to set targets for pupils in English and mathematics. Portfolios of pupils' work are carefully annotated and dated but do not indicate levels of attainment. In addition, many of the records have not been updated and therefore do not clearly indicate what pupils know, can do and understand. This was an area of concern in the last inspection and, although teachers know pupils' academic strengths and weaknesses, they are not recorded sufficiently.
55. Appropriate procedures are in place for assessing pupils with special educational needs and work is planned carefully to meet their needs. However, as many of the Individual Education Plans have not been updated, it is difficult to pinpoint pupils' specific learning needs or to build on their previous learning step by step.
56. Satisfactory use is made of information from statutory and annual assessments to plan future work. Teachers plan carefully for the different ages within their classes. However, the fact that pupils' assessed work does not indicate their attainment levels means that staff, new to the school, have to spend considerable time and effort discovering what pupils know, can do and understand.
57. Attendance is well monitored and promoted, mainly through the effective communication of procedures to parents that emphasise the importance of attendance as an educational priority, with the school actively following up the very few instances of unexplained absence.
58. Pupils are provided with good opportunities to exercise responsibility. They are regularly involved in supporting charities. In all classes they carry out various regular duties and older pupils also undertake more responsible positions, for example, assisting with physical education equipment, helping to set up classrooms for painting activities and helping the younger children.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

59. The school's links with parents are very good. Parents provide very good general and financial support to the school and they hold very positive views about what it provides and achieves. The school values its partnership with parents and maintains a successful relationship with them. The generally very good quality of information provided to them by the school is acknowledged and appreciated by parents. There is very good involvement of parents in the school and parents' contribution to their children's learning is very good. The very good links, relationships between the school and parents and parents' involvement in the school are major strengths. The school communicates frequently with parents and, overall, the quality of information is very good. The governing body's annual report to parents is in a readable and informative style. The well-produced prospectus is a very good, useful document for parents, containing a great deal of detailed, yet relevant information. There are regular general newsletters. These contain little curriculum related information but parents are well informed about their children's progress by the open communications with the staff, the annual reports and by particular meetings, for example on literacy and numeracy.
60. The annual reports to parents are generally good. They provide extensive information for all subjects and intensive comments both on the areas of work that pupils have covered and on their personal development. These are particularly valued by parents. There is no direct referral to targets for improvement but areas for future development are frequently mentioned. Similarly, while they are not specifically related to National Curriculum levels, the detailed comments do usually provide sufficient information on what pupils know, understand and can do. Parents' information about their children is frequently broadened by their discussions with staff throughout the year.
61. There are three opportunities for formal consultation during the year, including one following the issuing of pupils' annual reports in the summer term. These are very effective and are well supported by parents. Recently parents have been consulted on the home - school agreement.

62. Parents of pupils with special educational needs are kept informed of annual reviews and about the stage on the Code of Practice SEN Register at which their child should be placed. They are invited to attend and participate in meetings with school staff and outside agencies.
63. There is a homework policy and there are good homework arrangements in place for all classes. This provides parents with valuable opportunities for good involvement, which enables them to make a significant impact on their children's education.
64. The overwhelming perceptions of parents towards the school are very positive and they hold high opinions of the staff. Parents are appreciative of the caring and supportive environment that the school provides for their children. The approachability of the staff is a key element in the good relationships that are maintained and the continuing very good communications. These positive links are based on the school's successful open door policy. This is well appreciated by parents, who feel that the school is accessible and that they are welcomed and can unhesitatingly raise issues which are quickly and satisfactorily resolved.
65. There is good direct parental involvement in school with a number of parents actively helping in lessons, such as with reading and assisting pupils information technology activities such as working on the internet.
66. Parents give good support to school activities and there is a very active 'Friends of Boyton School' Association which provides valuable financial support to the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

67. The substantive headteacher was sick at the time of the inspection. It is clear from interviews with staff, parents and governors that she has provided clear leadership for the school in the past and has worked very hard to address the issues arising from the last inspection. She has worked hard and succeeded at making the school the heart of the village community. She has introduced systems whereby the school has maintained a steady programme of improvement in standards and the school charter is at the heart of the school's mission. At the time of the last inspection there were few policies and schemes of work and a major issue was to rectify these omissions. A determined effort has been made by the headteacher working virtually single-handed to write policies for all subjects but there are still omissions – most importantly, for mathematics. The school has chosen to adopt the Cornwall schemes of work for the basis of its planning together with the recently introduced national guidelines and these are being used effectively to plan all work.
68. The acting headteacher has worked very hard since she arrived at the school notably to raise staff morale. A newly appointed teacher was just taking up a temporary position in Class 1 and a secretary had been appointed to cover the administrative work in November. She has welded all staff into a smooth running team, all of whom work well together. She has installed effective systems for planning and routine administration and it is a tribute to her sensitivity and efficiency that the whole school team speaks very highly of her efforts. She has managed a difficult transition smoothly without any noticeable disruption to the very positive ethos of the school or the good quality of the education provided for the pupils.
69. The substantive headteacher worked hard to provide clear guidance for the governing body and has tried to involve them more in the strategic management of the school. She has provided full and informative reports for governing body meetings and spent time on producing written guidance to further explain such matters as target setting. However, despite all this, the governors have insufficient knowledge and understanding of their role and are insufficiently involved in target setting and development planning. This was a key issue at the previous inspection and has not been addressed. Finance matters are monitored carefully with the assistance of the County's bursar, whose services the school buys in. There are named governors for literacy, numeracy and special needs. Appropriate committees for the curriculum, finance, buildings and health and safety are in place but, since the illness of the headteacher, meetings, particularly of the curriculum committee, have lapsed rather than take on an added urgency to try and fill the gap caused by her absence. The governors are too reliant on a few of their number – notably a parent and two members of staff - to attend to school affairs and make monitoring visits and fail to realise the importance of the role. For example, when the acting headteacher was appointed, no-one from the governing body

contacted her to welcome her to the school prior to her arrival and to appraise her of current developments; she was left to discover these for herself. The governors are supportive of the school but are able to ask neither pertinent questions nor offer informed advice in policy-making decisions. They have little understanding beyond generalities of the strengths and weaknesses of the school.

70. There are effective systems in place for monitoring the quality of education the school provides. Information gained from monitoring is used to review and change procedures and practice. The headteacher teaches her class for most of the week and therefore has little time to monitor the quality of teaching in the school. However, the local education authority has been helpful in this respect by making monitoring visits and providing useful feedback. The headteacher monitors planning and appropriate systems are in place for the continuous evaluation of standards achieved in the school. The teachers know the pupils extremely well and the school is able to assess the potential of each child and compare this with test results. These systems are used to inform the School Development Plan and target setting. The School Development Plan has prioritised areas for improvement which are realistic, have appropriate time scales, costings and success criteria.
71. The substantive headteacher is the co-ordinator of special educational needs. The administrative side of special needs provision has not been updated recently, which is unsatisfactory. The day-to-day provision for pupils with special educational needs continues appropriately because of the hard work and dedication of the teaching and support staff and because of the relatively small class sizes. This omission has not been identified by the governors and consequently they are not adequately fulfilling their responsibilities with regard to special needs provision.
72. The efficiency of financial control and school administration is good. The school's finances are managed efficiently by the headteacher, school bursar and secretary and are monitored effectively by the finance committee of the governing body. The governing body made a judicious decision to put aside a sum of money to cover the cost of building improvements to increase the facilities for physical education and storage of resources. The local education authority in fact paid for the work to be completed so the school is currently left with a fairly large contingency fund – which is planned to be offset against a temporary fall in roll expected in the next school year. The use of some funding to provide a resources technician is of considerable help to staff in the preparation of their work and planning. There is an effective finance committee structure which keeps a close watch on the school's spending. There has not been a recent school audit – the last one having taken place in September 1996. The school's financial arrangements were then found to be sound. The minor points, which were highlighted at that time, have been addressed satisfactorily.
73. Specific funding allocated to the school for provision for pupils with special educational needs is used appropriately and funds allocated for the professional development of staff have been used wisely and according to areas defined in the School Development Plan. Most of the funding has been taken up in training for initiatives such as the National Numeracy and Literacy Strategies. Funding for additional literacy support has been effectively used to split the Key Stage 2 pupils into two groups for two mornings a week so that teaching can be more effectively focused on a narrower age range.
74. Day-to-day administration is very good; office procedures are extremely efficient, run smoothly and support teaching and learning effectively. Such systems are very important when the headteacher is teaching for the greater part of the school week and the support provided for the acting headteacher has been excellent. The school office is a welcoming place and gives a very good first impression; parents find the staff very helpful and approachable.

75. The match of number, qualifications and experience of teachers to the demands of the Curriculum is good. Staff are appropriately qualified to teach the subjects of the National curriculum and the nationally determined learning outcomes for children under five. Staff are generally well deployed but the practice of using the Class 1 teacher as head's relief and the installation of another teacher in Class 1 for one day a week are disruptive and confusing for the pupils. It is appreciated that the school wants to make best use of specialist teaching skills in music and science but these can still be effectively utilised without disrupting a whole day. Creative use is made of skills possessed by parents and community members; for example a parent with high information technology skills helps pupils in Class 2 on a regular basis with familiarising them with the internet. A retired headteacher helps pupils in Class 1 with their environmental science work. Roles and responsibilities are clear and understood by all. Support staff are particularly effective. Special needs support staff work very well with their designated pupils and classroom support staff provide knowledgeable and practical help when working with small groups of pupils, particularly in Class 1.
76. The induction arrangements for the new member of staff were somewhat disrupted by the illness of the headteacher. However, she was already familiar with the school and had previously run the village playgroup. Staff development is chiefly linked to the objectives of the School Development Plan and national initiatives such as the National Literacy and Numeracy Strategies.
77. The school buildings are sound with good internal decoration and are well maintained. The two main classrooms are large enough to provide good accommodation for the number of pupils. The addition of a demountable classroom means that the hall in the main building provides useful flexible accommodation and allows the gymnastics part of the physical education curriculum to be fulfilled, which is an improvement since the last inspection. It is also used for assemblies, music tuition and additional literacy support. A mezzanine area above the office has been created in order to provide storage facilities for resources. This is a considerable improvement and successfully addresses a key issue from the last report. It has also released more space for teaching in the classrooms. There is a good sized, recently resurfaced and attractive playground. The other external facilities are good including an attractive 'plantation area'. The accommodation provides a stimulating environment. The displays are of a high standard. The premises are cleaned and maintained to a high standard. Overall, the school's accommodation is very good for its needs.
78. The accommodation is very well used, particularly the outside areas, which provide much first hand material for the pupils' environmental science studies. Staff make excellent use of all the space and the resource area is well organised and allows resources to be easily identified and accessible.
79. The last inspection report indicated that resources were adequate, apart from the lack of large apparatus for physical education. The school has successfully addressed this concern with the development of a new school hall containing wall bars and other large apparatus. Resources overall are good and make a significant contribution to pupils' learning. Many additional resources have been bought to support the introduction of the National Literacy and Numeracy Strategies. There has been a significant improvement in the range and quality of physical education resources as a result of the school's involvement in national incentives such as Top Sport.
80. The headteacher and staff ensure that the principles of 'best value' are applied within the school. They are aware of the standards and costs compared with other schools and are also aware of the specific nature of this village school and how best it can be improved. The use of funding such as that for additional literacy support is considered carefully before allocation. For example, it was decided that best value would be achieved by rearranging classes into three teaching groups to comprise Key Stage 1, Years 3/4 and Years 5/6 for two mornings a week. They challenge themselves in curriculum planning in order to extend learning experiences both in school-time – for example by taking the pupils out into the village for specific project work such as the re-cycling scheme - and by the provision of an excellent range of extra-curricular activities. This, together with developing very good parent/school partnerships, adds to the school's effectiveness. The introduction of the home-school agreement and the development of the homework policy increase understanding and partnership between the two.
81. The management and efficiency were found to be good during the previous Ofsted inspection. Many aspects have been improved in relation to accommodation and efficiency and the

headteacher has worked hard to address some of the issues from the previous inspection. However, the governors have not increased their knowledge and understanding of their roles sufficiently in order to fulfil their role as the school's 'critical friend'. Consequently, because of this major issue, the management and efficiency of the school overall can only be judged to be sound.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- The governing body should further develop its role by :
 - attending further training in order to gain a greater understanding of its roles and responsibilities in order to effectively act as the school's 'critical friend';
 - devolving responsibilities equitably amongst the governing body and ensuring these are carried out effectively;
 - make regular, planned visits to the school in order to monitor and evaluate its working;
 - work in co-operation with the local education authority to ensure the above are monitored and complied with.

- The governors, headteacher and staff should ensure that Individual Education Plans for all pupils with special educational needs are reviewed and written up as soon as possible.

Minor issues

The governors, headteacher and staff should re-consider the placement of the Year 3 pupils currently being taught in Class1 in order to assist their academic and social development.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	19
Number of discussions with staff, governors, other adults and pupils	14

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	42	37	21	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/a	29
Number of full-time pupils eligible for free school meals	N/a	1

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/a	4
Number of pupils on the school's special educational needs register	N/a	7

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	0
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence	%
School data	4.4
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.

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	29
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)	2.2
Number of pupils per qualified teacher	13.1
Average class size	14.5

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	20

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	1998/99
	£
Total income	112288
Total expenditure	108370
Expenditure per pupil	3010
Balance brought forward from previous year	13022
Balance carried forward to next year	16940

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	29
Number of questionnaires returned	11

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	45	0	0	0
My child is making good progress in school.	55	45	0	0	0
Behaviour in the school is good.	91	9	0	0	0
My child gets the right amount of work to do at home.	55	45	0	0	0
The teaching is good.	82	18	0	0	0
I am kept well informed about how my child is getting on.	64	36	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	91	9	0	0	0
The school expects my child to work hard and achieve his or her best.	91	9	0	0	0
The school works closely with parents.	82	18	0	0	0
The school is well led and managed.	73	27	0	0	0
The school is helping my child become mature and responsible.	91	9	0	0	0
The school provides an interesting range of activities outside lessons.	45	55	0	0	0

Summary of parents' and carers' responses

Parents were very supportive of the school.

Other issues raised by parents

One parent raised the issue of pupils being taught by several teachers in one week and felt it to be disruptive.

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

ENGLISH

82. 1999 National Curriculum test results for seven-year-olds were very high in comparison to the national average in reading and writing. The tests for eleven-year-olds showed results broadly in line with the national average. In comparison with similar schools, the results for 1999 for seven-year-olds were very high and for those eleven-year-olds were below average. Several factors influence these results, in particular the variation in the attainment of cohorts year on year and numbers of pupils with special educational needs. Indeed, the current Year 6 cohort, which consists of five pupils, has three pupils with Statements of Special Educational Needs.
83. The small number of pupils taking the tests makes year on year comparisons unreliable. The trend over time in the school's average National Curriculum scores for English indicate that the school is broadly in line with the national trend for eleven-year-olds. At the last inspection in 1996, standards were judged to be in line with the national average by the end of both key stages.
84. Judgements for this inspection confirm that attainment in English is above the national average for seven-year-olds at the end of Key Stage 1. Children enter Class 1 well motivated and ready to learn and make good progress in speaking and listening, reading and writing. This makes a significant contribution towards the standards achieved by the end of Key Stage 1.
85. By the end of Key Stage 2, the attainment of eleven-year-old pupils is below the national average. Those pupils capable of higher attainment achieve above average levels. The school has set realistic targets for its current Year 6 and is well placed to achieve these.
86. Pupils develop good speaking and listening skills in Key Stage 1. They listen attentively to the teacher and to each other. They answer questions enthusiastically and share their ideas confidently. For instance, when discussing the shared text "The Great Round the World Balloon Race", pupils clearly and confidently discussed aspects of non-fiction texts and realised that an information book does not necessarily have to be read from start to finish.
87. Many pupils in Key Stage 2 are confident and articulate. They take part confidently in discussions and can clearly explain the difference between dynamic and descriptive writing when discussing Ted Hughes' "The Iron Man". Pupils refer to the text constantly when expressing opinions; for example, one pupil cleverly describes Hughes' skill of moving "from the calm to the dramatic".
88. Pupils make good progress in developing their speaking and listening skills. Opportunities to use these skills were evident in many curriculum areas, for example environmental studies and mathematics. Pupils are given good opportunities to demonstrate these skills in acts of collective worship, where they are all invited to participate in reading and drama activities and in reading prayers.
89. Pupils make good progress in reading throughout the school. Most pupils are reading at a higher level than that expected nationally by the time that they are seven years old. They develop an appropriate range of reading strategies. Their progress is assessed carefully and good records are kept of pupils' progress in reading. Pupils have a wide range of reading opportunities; for instance, they read individually to an adult, participate in group reading within the Literacy Hour and have a daily quiet reading time. In literacy sessions they read texts as a class and individually. Pupils practise their reading at home every day and many older pupils read for sheer enjoyment and this makes a significant contribution to progress. Home and school reading diaries are filled in conscientiously and are a useful means of communication between school and home.

90. Reading is managed very well in Key Stage 2 and by year 6, most pupils are reading at the expected level, with a small minority of pupils reading at the higher level. Those pupils with Statements of Special Educational Needs read every day to their support assistants and reach standards which are below the national average but indicate that they have made good progress in relation to previous attainment.
91. Pupils' progress is regularly assessed and recorded. Pupils' good reading skills have an impact on all other curriculum areas, for example when reading word problems in mathematics.
92. Pupils' attainment in writing at the end of Key Stage 1 is above that expected nationally. Pupils write in a neat joined script, most common words are spelt correctly and pupils use their knowledge of phonics well in their writing. They use full stops and capital letters correctly. Presentation of work is a strength of the school at both key stages. Pupils in Year 2 clearly understand alphabetical order and undertake a range of writing including story writing, poetry and handwriting.
93. By the end of Key Stage 2 most pupils are working at the expected level for their abilities. Higher attaining pupils are challenged to reach the higher level.
94. Pupils with special educational needs receive extra support from the teacher and some pupils with statements receive support from classroom support assistants. This helps create effective learning opportunities for these pupils and makes a real contribution to their progress. Literacy skills are developed well. For example, pupils in Class 2 were working on descriptive writing using "The Iron Man" by Ted Hughes as a starting point; they wrote interesting sentences using carefully chosen adjectives and adverbs. Higher attaining pupils in years 5 and 6 understand and are beginning to use subordinate clauses when writing their own science fiction stories after comparing "The Day of The Triffids" with "The Iron Man".
95. The booster literacy classes for year 3 and 4 pupils focus on improving standards in their extended writing skills. These sessions provide focused learning opportunities and enable pupils to consolidate their previous experience of story writing.
96. Spelling is taught systematically through the school and pupils are encouraged to learn both from word lists and from mistakes which occur in their work. Pupils make good progress in handwriting. By the end of Year 2, most pupils are using joined script in all their work. By Year 4, many pupils are using a pen and by Year 6, most pupils use clear legible handwriting in all subjects. Presentation is a strength of the school and pupils are regularly reminded to use a ruler, write the date and to leave appropriate spaces.
97. Pupils' behaviour is very good in lessons. Teachers set high expectations for behaviour - pupils are always expected to listen, to work hard and to do their best.
98. If a pupil is not meeting these expectations, a look or a word is sufficient to bring the pupil back on task. Pupils share their ideas confidently, listen to each other respectfully and work independently with sustained concentration. Pupils have very positive attitudes to reading. They discuss favourite authors and books confidently and give thoughtful reasons why they enjoyed a particular book.
99. The teaching of English is consistently good and sometimes very good. The strength of the good teaching in both Key Stages is the very effective planning for different ages and ranges of ability. This ensures that there is sufficient challenge for all pupils. Teachers inspire pupils with their own enthusiasm for literature and are very good role models with their own clear diction and neat handwriting. Their very good management of pupils ensures that time is used effectively.
100. The school has enthusiastically implemented the Literacy Hour. The teachers have good subject knowledge of teaching the various elements and create an effective learning environment. Assessment is used well in English to set individual targets and targets for pupils to attain in national tests. Pupils' progress is tracked, although not always levelled, as they move through the school and well-targeted support is given to pupils with Statements of Special Educational Needs to enable all pupils to reach the highest standards possible.
101. The school has invested a substantial amount of money on resources for literacy. They have

spent money wisely and there are sufficient high quality resources to teach reading, writing, spelling and handwriting effectively. There is no school library but there is a good range of fiction and non-fiction books in both classrooms. Information technology is used very well in the Literacy Hour and there is a suitable range of programs to support pupils' learning.

MATHEMATICS

102. The National Curriculum test results show variations between the two key stages. The 1999 test results for seven-year-olds were well above the national average and remained so in comparison with similar schools, while the tests for eleven-year-olds indicated results in line with the national average and below those for similar schools. There are contributing factors to the difference in these results. The small cohort of pupils in this school gives considerable year to year variation in test results within and between key stages, which makes comparisons unreliable.
103. The large percentage of pupils with special educational needs in the school is another factor to be considered. For eleven-year-olds, the trends over time in the school's average National Curriculum test scores for mathematics is broadly in line with the national trend.
104. Continuing to raise standards to improve pupils' achievements in mathematics and numeracy is a key aim for the school. Good use is being made of the National Numeracy Strategy in daily numeracy lessons. A strong emphasis at both key stages is being placed on teaching different mathematical strategies and in getting pupils to use and apply their knowledge of these to solve problems. Teachers make good use of whole-class teaching and plenary sessions at the end of lessons to develop pupils' mental arithmetic skills and to check their progress in understanding and learning.
105. Inspection judgements, based on lesson observations, scrutiny of pupils' work and talking to pupils, indicate that standards are in line with national averages at the end of both key stages.
106. Pupils in Key Stage 1 make good progress in their mathematical learning. Pupils in the present cohort have a good grasp of mental arithmetic skills and strategies and apply these well to problem solving. Pupils can count on and back with confidence using the numbers 2, 5 and 10. They spot odd or even number patterns well and higher attaining pupils are developing an understanding of the value of different coins and notes. Pupils have a sound understanding of addition and subtraction and have made a good start on learning their multiplication tables.
107. By the end of Year 6, pupils' overall attainment is below average because of the number of pupils with special needs. They make good progress. The attainment of the current year 6 is below national averages because three of the five pupils have Statement of Special Educational Need. Pupils have made good progress in using larger numbers for doubling, rounding up or halving and realise what strategy to use when solving word problems. Pupils also make good progress in explaining their methods of calculation. Pupils can round numbers to the nearest 10 or 100 and count back in 10s, 100s and 1000s. Knowledge of multiplication tables is applied well to problem solving. By year 6 higher attaining pupils have progressed to changing fractions to decimals. They can round up decimals to two places. Accurate measurements and calculations made in science and geography also contribute to the development of pupils' numeracy skills.
108. At both key stages, pupils with special educational needs make good progress. They are helped in this by the very effective support provided in lessons. All adults know the individual pupils well and can talk them through different strategies at the appropriate levels to help move their learning forward.
109. Pupils' attitudes to learning and their behaviour are very good. They respond well in numeracy lessons to the challenging questions from teachers. Pupils work well on their own, in pairs and in small groups. They talk through their strategies confidently with other pupils and are excited when they solve a problem or see a number pattern emerging. They use resources very carefully and skilfully; for instance, older pupils are very adept at recording their "workings out" using the overhead projector.

110. The quality of teaching is good. Teachers are skilful at getting pupils to work out the best strategies to use when solving problems. They manage pupils well and have good knowledge of the numeracy strategy. They plan well for different ages and abilities, which enables all to make good progress in their learning. Teachers ensure that learning objectives for each lesson are known by the pupils and use the plenary session at the end of lessons to check if these have been achieved. Displays in classes are relevant to the numeracy work taking place and help to promote work in mathematics well. Pupils' work in books is marked diligently to aid understanding.
111. There is no policy for mathematics and this was a concern in the last inspection. Nor were mathematical assessments available in school, although teachers stated that these have been completed.
112. Suitable targets for the continued improvement of the subject form part of the School's Development Plan. The monitoring of planning and teaching in numeracy lessons has begun and this will assist the school in evaluating progress and in raising standards. Homework is used effectively to support and extend pupils' learning. Additional funding has been received to support pupils in years 3 and 4 for booster classes to raise levels of attainment and improve test results.

SCIENCE

113. The results of tests last summer showed that the number of pupils attaining the required level 2 at the end of the Key Stage 1 was very high and an above average number of pupils attained the higher level 3. The same applies when results are compared with those from similar schools. The results of tests for the eleven year old pupils indicated results well above average compared with those obtained nationally and by pupils in similar schools. From the evidence gained during the inspection it is likely that results this summer will be similar as there is a wide and varied curriculum taught, although there is an extremely small cohort of pupils, which means that each child represents a high percentage.
114. Pupils in Key Stage 1 make good progress in identifying mini beast and animal habitats. Very good use of the school grounds is made when such investigations take place and pupils were able, with adult assistance, to find dark murky areas containing woodlice and grassy areas where wormcasts were discovered. They can plot these areas carefully on a plan and make predictions as to where they will find other creatures. The younger pupils look at seedlings discuss them and learn appropriate vocabulary. With appropriate support they discuss how they grow and what processes they will go through when planting seeds for themselves. To learn the conditions necessary for plants to grow they talk about their observations with classroom assistants, which enables them to set up a fair test.
115. Pupils in Key Stage 2 make good progress overall. The youngest pupils were studying plants and deciding what function the leaves performed. They were trying to devise their own fair test to see if leaves are essential to a plant. After some discussion and reminding, they were able to identify the criteria for establishing a fair test. They were then able to go on and decide the variations they should explore in order to be able to achieve their objective. Older pupils in the key stage were exploring the growth of plants and plant reproduction. They were observing a wide range of plants removed from the school's plantation area and were able to identify a range of root systems and then went on to investigate how tubers, bulbs and plants such as ivy reproduce. They worked conscientiously, well guided by the class teacher. Both pupils and teacher asked well thought out and focused questions in order to be able to advance learning. The pupils' investigative skills are of a high order and these are built into all elements of the curriculum. The curriculum for all pupils contains maximum opportunities for fair testing and these are automatically built into their work. Pupils record their results accurately and neatly.
116. Evidence from pupils' work indicates that pupils have studied the science curriculum in some detail and a representative sample of work from all attainment targets was available for scrutiny. There has been good coverage of all Programmes of Study meeting the requirements of all attainment targets. Learning has been of a generally good standard when prior attainment is taken into consideration. Good care is taken with presentation.

117. At both key stages pupils with special educational needs receive very good support and make good progress. They attain good standards in relation to their prior knowledge and attainment.
118. Pupils are well motivated and in both key stages show an enthusiasm for their work. They are eager to learn and older pupils in particular are developing lively and enquiring minds. They ask sensible questions and show a deep interest in finding out more about their world. Pupils work well together, they arrange the resources necessary to set up a fair test, discuss the options sensibly and carry out the work effectively. When recording the results they take pride in the presentation of their work.
119. In both classes pupils benefit from very good, lively well planned lessons and very good teaching. Lessons begin with a recap of what has been previously learned and then build on this prior knowledge. Clear explanations, a wide range of resources and skilled questions all help to ensure that pupils understand what they are supposed to be learning. The well-planned use of the school's own environment is of especial benefit. Good interaction with the pupils and the opportunity to actively and independently set up investigations and experiments all help to re-inforce ideas. The activities maintain the pupils' interest and generate excitement and a lively working atmosphere. The teacher has high expectations of the pupils in terms of understanding and in the ability to get work done to an acceptable standard. Pupils are encouraged to participate in lessons and ask questions and are expected to follow instructions carefully. The pace of lessons is brisk. Literacy and numeracy are well taught in science in exploring a range of methods of recording findings and measuring accurately. The use of information technology is built in and pupils record relevant data and then use this to answer a range of questions – for example when investigating the lengths of shadows.

ART

120. At the time of the last inspection pupils attainment in art was satisfactory and they made sound progress. This has been maintained overall, although pupils make good progress in understanding the work of famous artists.
121. Pupils make sound progress in their skills and understanding of art, craft and design. Pupils successfully learn a wide range of techniques and incorporate this knowledge into imaginative, lively and vibrant work. Younger pupils make flowers, incorporating symmetrical patterns, from paper and card to sell in their shop. They have painted spring flowers which are bold, lively and show a good understanding of colour mixing. There are colourful painted and collage balloons that have been made to link in with the class topic on the 'The Great Round the World Balloon Race'.
122. Pupils make good progress in understanding the work of famous artists. For example, pupils in Class 2 have been studying the work of Hodgkins; they have reproduced his techniques in their own paintings imaginatively, showing a good understanding of the artist's own ideas. They have successfully incorporated his technique of actually incorporating a frame within the painting and reproduced well his bold use of large blocks of colour. A large very well executed collage dragon enlivens the whole of one wall in Class 2. This has been created from a range of metallic papers and reflects the style used in China to celebrate their new year extremely well. Pupils also have the opportunity to make three-dimensional artefacts and they had created all the backdrop for their production of millennium heroes.
123. Only one lesson was observed during the inspection. It was well planned and involved pupils in making sand pictures. The work was well linked to literacy sessions where pupils had been looking at the text 'Desert Environments'. All pupils were well employed and a good range of appropriate resources was provided. Support assistants promoted pupils' language skills well within the lesson by clear and focused questions about what they were doing and what they had achieved. The lesson was a little over directed with too few opportunities for pupils to be creative and make their own decisions as to how resources should be deployed. For example, they copied a picture of a camel by drawing it; they were not allowed the freedom to paint it although one of the lesson objectives was to promote children's use of texture and colour.

DESIGN AND TECHNOLOGY

124. No lessons were observed during the inspection. Judgements are based on looking at teachers' planning and examples and photographs of pupils' past work. Pupils are making satisfactory progress in design and technology. They are learning about the importance of design and are improving their making skills. Many topics are pursued as whole-school projects with pupils working around a similar theme at an appropriate level for their abilities. For example, pupils made moving vehicles of varying complexity. In Class 2 the work was linked closely to science and involved the use of electricity to power their movements, whilst those of the younger pupils were much more simply constructed using a range of re-cycled materials. The whole school has also been involved in making puppets. The youngest pupils designed and made simple stick and plate puppets whilst the older pupils progressed to those requiring more complex designing and making skills. They evaluated their work carefully and suggested modifications of their designs in order to improve the working of the toys. Older pupils have designed and made bird feeders and bird nesting boxes and the strength and practicality of these are demonstrated in their use in the school's plantation area.
125. The youngest pupils use good quality construction apparatus throughout the school. They also have the opportunity to cook on a regular basis aided by a parent who takes small groups of children. Progression in making skills such as cutting and joining is achieved through tasks which match pupils' prior knowledge. Resources are well organised
126. The school has an appropriate policy and a scheme of work which builds on pupils' prior knowledge and shows progression by using skills which pupils have previously acquired. There is an appropriate range of tools and equipment, all suitable for use by pupils of this age, which they are taught to use and handle safely.

GEOGRAPHY

127. During the inspection only one geography lesson was seen. A scrutiny of teachers' planning and pupils' previous work indicates that pupils make satisfactory progress in both key stages. Pupils' understanding is built on a range of experiences which moves the pupils from local to wider and contrasting environments.
128. Pupils in Key Stage 1 are gaining a good knowledge of other countries through studying the text "The Great Round the World Balloon Race". They enjoy learning about life in France, Italy, Australia and Africa. They use geographical vocabulary such as "continent" accurately and have become very aware of places beyond their own locality. Pupils have conducted a survey of their own village, which they have compared and contrasted with Port Isaac.
129. They are also learning about different types of weather and its effect on people's lives.
130. Pupils in Class 2 use the school grounds to practise their orienteering skills. They handle compasses with skill and precision and can explain the various compass positions and take bearings. They undertook their tasks enthusiastically and moved sensibly around the site.
131. Work scrutiny indicates that pupils have studied polar, continental and desert climates. They have a good understanding of the "Water Cycle" and have compared London with Iquluit in the polar regions.
132. There is no geography policy and this was identified in the last inspection. The school uses the county and national guidelines to plan work. Resources for the teaching of geography are satisfactory with good use being made of the school grounds and local environment to widen pupils' knowledge and understanding.

HISTORY

133. No teaching was seen in history in either key stage during the inspection, so judgements are made from looking at teachers' planning, displays and discussing pupils' past work.
134. Pupils make sound progress in both key stages. Pupils in Year 2 are developing a knowledge and

understanding of change as they discover what life was like during the reign of Queen Elizabeth 1. They learn about Samuel Pepys and his accounts of the Great Fire of London and the Plague. They study the lives of famous people in history, for example Florence Nightingale and Yuri Gagarin, the Russian cosmonaut.

135. Pupils in Key Stage 2 further develop their knowledge and understanding of historical events and periods by studying Tudors and Stuarts and the Ancient Greeks. They are able to talk with appropriate knowledge and understanding about the cultures and lives of people in different periods, for example, Henry VIII and Sir Francis Drake. They can identify some of the aspects of life in Tudor times and can compare these with life today, accurately pointing out the differences.
136. The teachers' planning and the standard of pupils' work and displays indicate that learning is satisfactory. Provision is appropriately supported with visitors and visits to places of historical interest, for example to Dingles Steam Village to study changes in fairground entertainment. The school has purchased several artefacts and books since the last inspection. There is no policy for history, which was identified as a necessity in the last inspection. There is a scheme of work based on county and government guidelines and work is planned to ensure that pupils experience a varied and interesting history curriculum.

INFORMATION TECHNOLOGY

137. By the end of Key Stage 1 pupils are attaining standards above that expected for their ages, having made good progress over the key stage. Pupils have appropriate knowledge and skills in all the required areas of information technology. In Year 2, pupils prepare their own pictures, using good quality software, and word process stories based on the imagery. This work is of a higher standard than that seen in similar Year 1 tasks, indicating the progress made over the year in learning particular key strokes as well as in the quality of language. The pupils use capital letters and full stops and underline titles. Both classes use the school's programmable vehicles: the youngest learning to send them just forwards and backwards; the older pupils confidently estimate distances and directions and program routes along prepared roadways. Pupils use other curriculum, for example, overhead projectors with confidence when they successfully show their 'working out' in numeracy. The computers are used effectively to support all areas of the equipment especially literacy and numeracy where the school has a number of suitable and relevant programmes to reinforce pupils' learning.
138. In Key Stage 2 pupils refine their skills and work effectively using the equipment. The fact that the classroom has a built in mini computer suite means that groups of pupils can be taught specific essential skills. For example, during the inspection a lesson was observed where pupils were being taught to use the internet effectively to research work in science. They were also being taught how to enter topics and websites into their 'favourites' file to enable them to save time in the future. The National Curriculum Programmes of Study are covered appropriately and pupils have opportunities to handle and interpret data and to use excel spreadsheets. Although the use of these was not seen, planning and coverage for these were in place.
139. Pupils with special needs benefit from using the computers to reinforce their own work. They work well and are developing keyboard skills when developing their own elements of 'The Iron Man' story using an appropriate story building programme.
140. Too few occasions were observed where pupils were taught how to use computers to make an overall judgement about the quality of teaching. The school has a good number of computers together with colour printers, although it suffers with breakdowns of equipment and does not have the services of a technician. Each class has its own computer and good quality colour printer.
141. Information technology was a strength at the time of the last inspection with a wide variety of appropriate software. This has been maintained and good progress has been made over the past three years as further developments, such as the installation of the internet, have been implemented.

MUSIC

142. Only one lesson was observed during the inspection. However, pupils played music at the start of assembly, sang hymns and took part in extra-curricular recorder clubs. From this evidence it is clear that pupils, including those with special educational needs, make good progress in music.
143. Pupils build on their previous musical experiences. The quality of their singing is good and they sing tunefully and with due regard to rhythm and pitch during assemblies.
144. In the lesson observed in Class 2, pupils show they have a growing sense of audience and an awareness of fellow performers when making their own compositions and performing them to each other. They have a good awareness of the pentatonic scale and some pupils use this effectively when composing. Pupils have a growing understanding of beat and tempo and recognise the pitch of a variety of notes. They learn to chant in several parts, practising at keeping correct rhythm and time. When listening carefully to Ravel's Bolero pupils were able to establish its time signature correctly.
145. Most pupils have positive attitudes to music; they enjoy the opportunities they have to perform and listen to music. They try hard when trying to maintain their part in a round. Behaviour is generally good.
146. Too few lessons were observed to make an overall judgement about teaching. The lesson observed was characterised by careful planning, good class control and a brisk pace of teaching. It is evident that the teaching of recorder playing has been good and pupils perform confidently and accurately and are able to maintain complex part playing effectively showing a high degree of dexterity and musicality. The teacher plans work to build carefully on musical skills that have been practised in an earlier lesson. Pupils were required to concentrate very hard to ensure that their performances on percussion instruments were accurate. Teaching of singing is enhanced and reinforced by chanting, which reinforces correct rhythm.
147. The quality of provision and resourcing has been maintained since the last inspection. The school is fortunate in being able to utilise staff expertise to ensure that the teaching of music is carried out by a knowledgeable practitioner. The curriculum is being maintained well throughout the school.

PHYSICAL EDUCATION

148. Only one physical education lesson took place during the inspection. Discussions with pupils and staff indicate that pupils experience a broad and balanced physical education curriculum. Pupils have swimming lessons in the autumn term and the majority of Year 6 pupils achieve standards in swimming which are in line with those expected in the National Curriculum. The school provides a good range of extra-curricular sports activities including football and netball.
149. In the class 2 games lesson, pupils performed ball-passing skills with increasing accuracy and control. They were particularly adept at chest passes. The pupils have very positive attitudes towards physical education. They showed a real interest in the lesson observed, listened attentively to instructions and responded with enthusiasm and effort. Pupils particularly valued feedback and encouragement from their teacher, which they recognised supported their progress. They handled resources well. They worked purposefully in pairs and groups and approached activities with a strong determination to succeed. Pupils with Statements of Special Educational Needs took a full and active part in the lesson because of the sensitive support provided by the learning support assistants.
150. The quality of teaching was good in the lesson seen. It began purposefully with a well-structured series of activities to encourage pupils to be conscious of the need to "warm-up". The necessity to "cool down" at the end of lessons was also taught. Pupils were given clear instructions about what was expected of them and were warmly encouraged to achieve high standards. There was a strong emphasis on giving of one's best. The teacher gave specific feedback to pupils, which helps them to improve their movements. The teacher did not give pupils the opportunity to evaluate each other's performances, which would have further aided their personal and social

development.

151. There has been a considerable improvement in the physical education provision since the last inspection. A new hall has been built so that pupils have good indoor facilities for gymnastics. There has also been a significant improvement in the range and quality of resources available as a result of the school's involvement in national incentives such as Top Sport. The physical education apparatus is of a good quality and appropriately challenging for pupils. Small games apparatus and other equipment are satisfactory in both quality and range.

RELIGIOUS EDUCATION

152. No lessons were observed during the course of the inspection and judgements made are based on the examination of pupils' work. Attainment in religious education is in line with the requirements of the Locally Agreed Syllabus.
153. Pupils are making satisfactory progress in their understanding of religious and moral issues and are developing some knowledge of different world faiths. At the time of the last inspection pupils were attaining above average standards in this subject. Pupils in Class 1 have pursued a varied and interesting programme of work. They have studied various festivals within their studies of world religions and explored Diwali, harvest and Christmas as part of their work last term. They have explored family life and developed recipes for 'family soup' which serve to illustrate their understanding of the importance of family life.
154. Coverage of the curriculum in Class 2 is thin and there is little evidence of much written work being completed. Pupils have studied and written about some Old Testament stories including the Garden of Eden and Jonah and his relative importance in the development of the Jewish faith. They have studied the lives of some of the saints including St Piran the patron saint of Cornwall and explored some of the miracles in the New Testament.
155. Pupils throughout the school celebrate different festivals connected with the main religions and at Christmas celebrated a Christingle in the local church illustrating the way in which this Christian festival is celebrated in many countries. The Christmas production of 'Millennium Heroes' was an appropriate exploration of the lives of those who have made a significant contribution by their work and dedication to the advancement of the world in religious, and social terms.
156. Religious education is supplemented by good quality, meaningful assemblies and the local vicar is a regular visitor to the school. Pupils contribute to assemblies by preparing work. For example, on Commonwealth Day they had prepared items about how and why the Commonwealth originated. They write prayers and provide thought on which to reflect. These assemblies make a positive contribution to the pupils' spiritual and cultural development and positively encourage a tolerance and understanding of different races and religions. In assemblies pupils listened avidly and they were conducted in a manner which was easy enough for the youngest to understand whilst still catering for the older pupils. Pupils were thoughtful and responsive, eager to answer questions and listened carefully to the answers of others.